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ABSTRACT

The guide provides fundamental principles of lipreading instruction and 38 sequential formal lessons in lipreading for use at the junior high or older level. It stresses that lipreading training aims to develop the understanding of words, phrases, and sentences rather than the study of exact lip movements. The lipreading ability of the child is said to be usually far beyond his oral and written expression. Part 1 contains fundamental principles and teaching techniques such as individualizing instruction, using commands to develop exact lipreading, taking dictation and lipreading from television. The activities in Part 1 may be used for readiness purposes prior to formal lessons and as enrichment in conjunction with the formal lessons in Part 2. Lesson format provides information on the following areas: movement, visibility symbol, sample words, elicited words, secondary spellings, movement description, sound formation, eye drills, clue words, sentences with clue words, homophenes, devices and games, and practice words at six levels of difficulty with the target lip movement in the initial, medial, or final position. (DB)

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Lipreading
for
THE DEAF
and
HARD of HEARING

A SOURCEBOOK REPORT
BY THE LIPREADING COMMITTEE
OF JUNIOR HIGH SCHOOL 47, MANHATTAN

U.S. DEPARTMENT OF HEALTH
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PREFACE

This bulletin was developed for use in Junior High School 47, the New York City public school for deaf and hard of hearing children. It is reproduced for use by teachers of lipreading at J.H.S. 47 and by those teaching lipreading to special groups in lipreading centers here and elsewhere.

Part One contains fundamental principles and approaches which are the beginning phases of lipreading instruction. Part Two is a series of formal lessons sequentially planned to develop the art of lipreading. The teacher will begin Part Two when the conditions of readiness outlined in the Introduction have been met. It is possible that some classes with very limited language acquisition will continue with Part One (adapted to older children) for longer periods than other classes. Classes which have embarked upon the more formal program of Part Two should proceed at a reasonable rate with enrichment drawn from the approaches in Part One.

It is not assumed that this bulletin is a substitute for careful training in the methodology of teaching lipreading. The materials and the design of the program have been planned to meet the problems of teaching lipreading to the deaf child as well as to the hard of hearing child. The methodology for Part Two was planned to allow for adaptation to the language needs of the particular children being taught.

This bulletin includes practices and methods which have been devised, adapted, and developed by the staff at J.H.S. 47 as well as by others in the field of lipreading. Where another source contains suitable material it has been listed. These source lists have been selected for applicability to the needs of the program of the school.

ACKNOWLEDGMENTS

The production of this bulletin was a unique community enterprise. It was prepared by the Lipreading Committee of Junior High School 47: Joan Capperell, John D. Harrington, (Co-Chairman), Loretta C. Hogan, and M. Catherine Wilman, (Co-Chairman). It is the result of the work of a steering committee which piloted the study, a Hunter College instructor who guided student research, the teachers of Junior High School 47 who contributed so many worthwhile suggestions, the clerical staff and parents who typed preliminary drafts, and the pupils of the school who participated in the development of the program.

The committee is deeply indebted to Miss Harriet F. McLaughlin, principal of Junior High School 47 whose guidance and encouragement have been an unfailing source of inspiration.

The committee is also grateful to the members and former members of the staff of J.H.S. 47 who formulated the original Course of Study in Language Arts, which served as the foundation for the present bulletin.

Appreciation is due Miss Muriel Ruddy, Acting Assistant Director of Speech for her valuable assistance.

Without the performance of additional arduous duties, the diligent proof reading of drafts, and continuing loyal support of the present staff of J.H.S. 47, the compilation of this manual would have been impossible.

The lessons contained in Part Two were begun as research project designed by John D. Harrington and developed by the members of the Hunter College lipreading classes, Summer 1956, and Spring 1957. The work was then carefully analyzed expanded and improved upon with the professional assistance and technical knowledge of the members of the committee, all of whom are on the staff of J.H.S. 47.

Acknowledgment is also made to the following: William H. Bristow, Director of the Bureau of Curriculum Research for his valuable aid and suggestions; Seymour Schutz, who coordinated the work for the Bureau of Curriculum Research; Lillian Goldman, who gave editorial assistance; Maurice Basseches, Editor of Curriculum Publications who collaborated in editing and production.

INTRODUCTION

Reading lips opens the world of understanding and communication to the deaf child. What the hearing child gets through listening, the deaf child acquires mainly through lipreading. Lipreading can be defined as the art of understanding a speaker's thoughts by watching the movements of his lips and facial expressions.

Since lipreading paves the way for language and communication, it must be presented in complete, meaningful sentences which are vital and dynamic, and which are centered around the activities of the child. Words, phrases, sentences, language concepts, and principles---are introduced in lipreading as part of his language development. Through lipreading, the deaf child receives at least some of the flow of "hearing" comprehension which is essential to later comprehension of connected language in reading.

In the early stages of language development or training, general or informal lipreading is stressed. During this period the child strives for the idea of what is being said. Exact lipreading, while not stressed, is acquired in following directions and commands. However, the emphasis is on conversational lipreading correlated with the child's activities rather than on exact reproduction of lists, sentences, or other exercises. Lipreading training aims to develop the understanding of words, phrases and sentences rather than the study of movements.

The lipreading ability of the child is far beyond his oral and written expression. However, we expect a response according to the child's ability in language. The younger child or the older child with meager language development will learn to read lips through the repetition of pleasurable and meaningful language experiences. This foundation is essential to the later development of language skills.

I. GENERAL OR INFORMAL TECHNIQUES

A. Philosophy Related to Day-to-Day Techniques.

The deaf or hard of hearing child will not develop in lipreading or in any of the other language arts without security and a sense of satisfaction. Nothing in the program designed to develop language or lipreading should interfere with the basic needs of young children. We must not sacrifice spontaneous language or speech for immediate gain in the form of lipreading performance. We seek continued language development of the deaf child; we want him to speak and to read lips; we strive to promote the desire to lipread. With the proper atmosphere the handicapped child will enjoy learning through lipreading; this is crucial to the continued language readiness of the child.

The language and lipreading programs are based upon the experiences of children. Lipreading may grow out of experiences, or worthwhile experiences may be planned to meet a specific purpose in language or lipreading.

The goal of early lipreading instruction is to develop an awareness that the lips are an avenue of communication and that words are symbols of meaning which are significant and important to the child.

Although lipreading is treated as a separate area of instruction it is closely integrated with all language experiences. In a sense every lesson is a lesson in lipreading just as every lesson is a lesson in speech. However, it is sometimes helpful to separate elements in order to see them more clearly. The following may well be called "experiences which have a lipreading component." While every experience contains some opportunities for lipreading, it is important to plan for additional specific situations where lipreading receives the major emphasis.

General or informal techhiques are recommended:

1. As a developmental approach to formal lipreading which does not begin until the child has established a firm foundation in language.

2. As a program of transitional readiness for the child who has language but has recently loss his hearing.

3. As supplementary material to be used in conjunction with the formal program throughout the school.

4. As a program readily adapted to the needs and abilities of the slow learning child throughout the school

B. Suggested Techniques, Activities and Procedures

Conversation

Talk to the children as they come into the classroom. Encourage conversation. Help the children to express themselves when they try to tell you something. Start each day with a conversation period concerning matters of interest. Speak naturally at all times about things that interest the children in your group and children of their age group generally. Emphasize conversational language and the ability to lipread conversational language.

Sharing

It is important to encourage children to talk spontaneously about matters which interest them. The teacher provides daily opportunities for sharing these experiences immediately after the children arrive in the morning when enthusiasm and interest are likely to be high. This gives children practice in reading each other's lips.

Housekeeping

Plan a housekeeping program. Give commands orally, such as "John, please wash the blackboard."

Routines

Make lipreading an integral part of the daily program. Toys and other objects help to make the lipreading situation concrete. Plan and give practice in lipreading in these settings in which the time and place help to interpret what is said.

Put your books away. It's time to go home.
Who will hold the flag today?

News

The daily news period provides meaningful opportunities to read lips. Question eliciting news items involve the reading of lips.

What did you get for your birthday?
What color is it?

After the news an experience chart may be made. The teacher may use the chart for lipreading again.

Who saw a lion in the zoo?
Who can show me the word "zoo"?
Where does it say "Maureen bought some peanuts"?

Show and share periods may be developed in the same way. The teacher should encourage the asking of natural questions during these periods. She may restate what the children have said at various times during the lesson.

John has a yellow tie today, too.
Beverly wore a blue bow yesterday.

Calendar Work

Use calendar work to establish time sense and to associate language with daily happenings:

Shirley's father came today.
Show me "today".

Yesterday we had no school.
Who can cross off "yesterday"?

Tomorrow is John's birthday.
Who can find "tomorrow"?

At Play

There are many simple directions connected with participation in games and songs. These provide an opportunity to build associations between simple words and their appearance on the lips:

Do you want to play ball?
Throw the ball to .....

"One, two, three, four, five, six, JUMP."

Song plays: "Did You Ever See A Lassie?"

Simple Commands and Pictures

Give commands to the class as a whole, and then call on some pupil to perform the command. Sometimes one of the children can give a command and call on another child to carry it out.

The first commands should be very simple:

Give me the doll.
Give me the horse.
Point to the ball.

Later, pictures may be used:

Put the tree at the left.
Put the girl in the swing.

Give commands to the class as a whole, and then call on some pupil to perform the command. Sometimes one of the children can give a command and call on another child to carry it out.

The simple instructions involved in sense training may also provide practice in responding to commands through lipreading.

Put all the green blocks here.
Give me the small round block.
Which paper is smoothest?

Lipreading and Language

1. Children are given correct concepts of each new language principle in lipreading before the actual teaching of it. This incidental teaching is a planned approach essential to the repetition needed before formal development of the language concept can take place. At best, this repetition is a poor substitute for the years of hearing experience enjoyed by the hearing child. Lipreading also provides the reinforcement necessary after formal development of language concepts take place.

   Examples:

   The future tense: Use "going to" in news, conversations, etc.
   Adjectives: Give commands using a simple series of adjectives:
   Draw two red birds.
   Present progressive:
   a. Use this tense in talking about pictures in the reader.
   b. Also use it in pretending:
      You are talking, and he is listening.
   c. Use it in general conversation:
      Sally is wearing her red dress.
   d. The tense results naturally from picture work:
      Here is a picture of little Jane.
      She is washing her doll.
      She is hanging the clothes up to dry.
      Show me "is washing".

2. Teach all new words and phrases in complete sentences and in their natural setting so that the child will begin to get concepts through context. Repeat the new words in varying circumstances:

   Shut the door.
   He has his eyes shut.
   The wind blew the door shut.

3. Vary the expression used in the classroom:
   Show me.....Find....Who can find....?
   Where is....? See if you can find....?
   Give me.... Can you find....?

4. Plan games around questions, verbs, adjectives, prepositions, or language principles.

Lipreading and the Training of Hearing

Traditionally, lipreading was taught with the "inaudible tone". This is a level of voice just below the hearing threshold of the child in the class who has the most hearing. In current theory the use of full voice is recommended at all times with the following exceptions:

a. When, for lipreading purposes, the teacher wishes to concentrate upon visual aspect to the exclusion of others, use "inaudible" tone.
b. When an older group of children, a group of adults, or a group with a great deal of hearing, feels that it would like the additional challenge of reading the lips without the advantage of sound. This would apply only to specific lessons devoted solely to lipreading. All other lessons would be taught with full voice. Use "inaudible" tone here as well.
c. When a lesson is being given to demonstrate the art of lipreading or the ability of the children to read the lips, the teacher should use no voice, ("voiceless voice").

Individualization

The teacher is aware of the lipreading capabilities of his group as a whole. He knows what expressions and words he has presented incidentally in lessons and experiences. He has a record of these in his plan book and in his anecdotal records. At the same time he may have to provide for individual differences in children's familiarity with specific words or expressions.

A box may be provided for each child in the room. Each box contains the words with which that child needs help. These boxes become the material for individual lessons at opportune times. Words from all subject areas may be used. New words are added weekly as the need arises and familiar words are removed. Sometimes children have a partner when working with these cards.

Care should be taken not to develop overanalytical tendencies in young children. Help them to pass over what they are not able to understand and to concentrate upon getting the thought from the remainder of what is being said. The hearing child first grasps thought from a few words with which he is familiar. In a similar manner the deaf child achieves thought through a few meaningful visible words. Children should be taught to concentrate and to attend, but they should also get the idea that lipreading is not a word for word skill. Lipreading tends too be an innate ability. By insisting on word for word recognition the teacher may prevent a child from developing to his fullest potential.

Lipreading and Speech

At one time lipreading was taught to the deaf primarily as a means of teaching speech. Deaf children were taught to watch the lips so that they would be able to approximate the positions of the lips for the various sounds. Although lipreading is primarily used as a means of communication for the deaf, it remains as one of the most effective approaches to the development of correct speech.

As a child becomes familiar with the various positions of the speech organs he is preparing himself for the special speech instruction which in addition will utilize the tactile, auditory and kinesthetic approaches. The deaf child imitates what he sees, just as the hearing child imitates what he hears. Through sense training, in which the deaf child is prepared for imitation, his eyes are sharpened to see the finer lines of distinction between spoken sounds. Lipreading, then, is fundamental to the entire program of teaching the deaf child to communicate and to speak.

Question Work

Questions should be related to experiences. Children enjoy answering questions:

What is your name?
How old are you?
What's your teacher's name?

Play games involving the lipreading of questions to be taught at a later date in language work. See the list of devices and games in part IV of this material. Give questions using voice level in accordance with instructions under "Lipreading and the Training of Hearing." Follow this once again with an inaudible repetition. Be sure that the children respond in audible tone. Occasionally let the children say the question with you. Should the children fail to get the idea of the question, reword the question rather than repeat or exaggerate. Rewording should provide more meaningful context. It is expected that the child will get the thought from the additional clues provided. When the children have grasped the idea, repeat the original form of the question:

Original: What season is this? (no response from the children.)

Reworded: Is this winter, summer, spring or fall? (Children respond.)

Repeated: What season is this? Response: Spring.

Lipreading and the Parents at Home

It is important to the success of the program that parents be aware of their part in the development of lipreading and language. They must talk to the children at all times, see that the child becomes an effective user of his hearing aid, and provide the meaningful life and family experiences which will make the child want to talk and listen.

Homophenes

Homophenes are words which look alike on the lips but are neither sounded nor spelled alike. Examples: ferry-very and share-chair

All homonyms are homophenes, but not all homophenes are homonyms:

e.g., pear-pair are homonyms and homophenes;

tore and door are homophenes only.

Homophenes are taught only as they occur. Should the children point out the problem or have difficulty with a specific pair of words, the teacher will plan to have a simple but separate lesson giving help with the specific pair of homophenes and with the approach to distinguishing between them through context. The sentences used in these lessons should be clear-cut and simple, and should contain maximum contextual assistance for conveying the meaning:

Good: I have an apple, a pear and a banana.
Poor: I have a pear.

Stories

Stories provide an excellent opportunity to present language for lip-reading. Stories should be simple, humorous and appealing. Children seem to like the type of story that can be told over and over again. They also like the type of story that can be added to and extended at successive tellings. Pictures can be used to provide contextual background and clues to the words used in the story. Stories will be more meaningful if they relate to the lives and interests of the children themselves or to the surrounding situation.

It is wise to have some simple outline of the story on the board. A title and a few of the difficult words will help greatly. As the teacher reaches the difficult words, she indicates them on the board. Questions should follow the story to evaluate the comprehension achieved.

Sometimes the children like to suggest titles or alternate endings for the story. They enjoy dramatizing the story and this is another way of knowing whether they understand the main thoughts.

Children's books found effective:

Madeline's Rescue	-	Ludwig Bemelmans
The Story of Babar	-	Jean De Brunhoff
The Blue Eyed Pussy	-	Egon Mathiesen
Easter Treat	-	Roger Duvoisin
Horton Hatches the Egg	-	Dr. Seuss

Stories are told to the children - not read. The story line is closely followed but the words are changed into the vocabulary of the children. Illustrations must be good and should show close sequence of events especially with younger children. Words that are pertinent to the story and do not have a simple substitute must be taught first. A story should not be too involved nor have too many characters.

Developing Reasoning through Lipreading

Thinking is essential to successful lipreading. Mental powers are necessary to fill in the many spoken words which are difficult or impossible to see on the lips. The child, young as he might be, must begin to depend upon slight clues which will convey meaning or help to convey meaning. He must become alert in order to anticipate the thought or to synthesize the thought from a few fragments which he has grasped. Reason can be developed incidentally.

Examples:

Yes-No sentences

An airplane can swim. No
Birds like to fly. Yes

Omissions

Tell a story in which something has been left out.
Have the children tell what has been left out.

Mathematics

John spent 5 cents for milk and 3 cents for cookies.
How much did he spend all together?

Social Studies

Did Lincoln have a refrigerator in his cabin?

Multiple choice questions

Do we go sleigh riding in summer - winter - spring?

Dictation

The following is a suggested technique for a series of lessons developing dictation which may be used in review or in culmination.

1. The teacher writes a word or sentence on the board. This should be one with which the children have had ample experience. The children lipread the word or sentence and copy it. This is suggested as a first step in developing dictation with young children.

2. The teacher writes two very dissimilar words or sentences on the board. The teacher says one of the two. The children copy the word or sentence which the teacher has said.

3. The teacher writes two words or sentences which are somewhat alike on the board. The teacher says one of the two. The children write the word or sentence spoken by the teacher.

4. Later, the teacher might:-
   a. Erase the words or sentences before the children write.
   b. Increase the number of words or sentences.
   c. Make the words or sentences more difficult.

Lipreading and Games

Games are invaluable in the development of lipreading. They provide the setting for natural conversation and interest which the skillful teacher is quick to utilize. She should use them to develop the various awarenesses which were described in previous sections of the handbook:

Learning that the lips convey meaning through words which can be seen.

Learning specific words through varied and meaningful repetition; e.g., "When you see two pictures that are the same, you put them together."

Many simple childhood games can be used to practice lipreading. Repetition of familiar phrases, which holds such fascination for young children, is the basis for such games as:

Simon Says
Do This - Do That
Giant Steps
I See Something (colors)
Guess Who

Part V of this material contains a list of commercial games which lend themselves to the development of lipreading through children's play.

Lipreading and Television

Television is a valuable aid to the development of lipreading ability. When parents talk about what the children see on television a background of comprehension for language understanding and vocabulary growth is provided. Parents should be made aware that certain programs provide an opportunity to stimulate the use of words, e.g. "That is a baby bear." and "The boy is very sad because he lost his dog." It is rewarding to see the light in the eyes of the children when they come to the realization that they know what you are telling about because they have seen it on television. Words take on meaning through the vicarious experiences provided by television.

The teacher of deaf children should make the most of every opportunity to relate her classroom instruction to television experiences. By knowing what programs have been planned the teacher can prepare for and follow up suitable programs with meaningful conversation and language which will teach language forms and the lipreading of important terms. The following lend themselves to this particularly well:

Children's stories which are televised.
Important events of the day.
Informative programs concerning science, geography, etc.
Selected educational broadcasts and films.

It is important to realize that the development of one or two words represents significant progress. The teacher or parent should not expect complete understanding of such programs at all times.

The above principles also hold true for planned, worthwhile motion picture experiences.

The Picture File

A school picture file is a valuable teaching resource. Teachers are encouraged to contribute and use the pictures. Teachers may also maintain a picture file of their own. Picture cards for new words learned are collected and used for lipreading in several ways:

The teacher may tell a short story and have the children select the picture (from two or three) which depicts that story.

"Who can get me the picture of something that we eat?"

The teacher may show a large clear picture containing some detail. When he puts the pictures aside he discusses the contents of the picture in simple terms. "What was the boy doing?" "Did you see some cows?" This develops the power of observation and provides a varied approach to reading lips. Saturday Evening Post covers are particularly suitable for this, and can often be obtained in large size from the magazine office.

An illustrated story may be used. As the story proceeds the teacher refers to items of the story that are shown in the picture. This is most effective with younger children when paper covered story books with large and colorful illustrations are used. With older children magazine and newspaper pictures lend themselves because of the interest in current happenings. In this case the teacher is really explaining the events which are shown in the picture.

When pictures are used to teach the concept of a particular word, variety is important. To teach "farm", pictures of several types of farms are shown. It is necessary to use pictures when the real object is unfeasible. However, experience with the real object makes a more lasting impression. Thus the children will learn the word banana more readily at a fruit stand than they will from a picture presented without previous experience.

Trips

Trips play an important part in the program for the deaf child because they provide a meaningful contact with language and words through lipreading. As the class enjoys its experiences, the teacher utilizes the opportunity for learning by presenting the words and expressions he wishes to reinforce. "We went to Coney Island. We went on the subway. We saw the ocean."

Span of Attention

Though the lipreading program may be general or informal, the teacher is aware of the fact that the children's span of attention is limited. Reading lips is a difficult means of communication. Children should not be asked to concentrate for periods which go beyond the approximate limits suggested below:

Elementary lipreading--10 minutes.
Intermediate lipreading--20 minutes.
Advanced lipreading--30 minutes.

II. EXACT LIPREADING

While the teacher attempts to develop general lipreading ability, it is also necessary to train children to lipread with exactness; e.g., directions, commands. The aim is to reach exactness of communication as far as is possible through meaningful and careful repetition.

Guided by the practical needs of the situation as well as the aims of the program, the teacher selects the directions, words, etc. that children will need in order to lipread successfully. Then she proceeds to use these expressions at every meaningful opportunity. Through this carefully planned repetition the children learn to recognize the sentences or words readily. Through continued use and application the learning becomes fixed. The teacher is then ready to work towards several new aims in exact lipreading. Exact lipreading, then, is taught in consonance with the philosophy of teaching general and informal lipreading as described previously.

The following examples characterize the types of expressions that are likely to be needed in some curriculum areas. They should be referred to only as examples and never as a list of items to be taught to all children.

The examples are arranged under curriculum areas in order of approximate difficulty. Item 1. will usually be more appropriate to the lower levels, and Item 3 will usually apply more directly to the higher levels of language instruction. These are the types of expressions, commands, directions, and terms you will find it necessary to develop in exact lipreading:

Reading

1. Show me...
2. Read the first and second paragraphs.
3. How many syllables does the word have?

Social Studies

1. A long time ago...
2. Look at the map.
3. What was the date?

Mathematics

1. How many? 2 and 3 are_____
2. Terms: example, problem
3. What part...? What percent...? How much interest...?

Language

1. Put a period there.
2. Give me a sentence.
3. Write the title.

Spelling

1. What is the first letter?
2. Spell it.
3. Study for a retest.

Activities, Centers of Interest, Routines

1. Next Monday we are going on a trip!
2. It's time for lunch.
3. What do you have during the third period?
4. When you have finished, get a book from the library corner.

Health and Guidance

1. Wash your hands.
2. Play outside before you do your homework.
3. To what high school would you like to go?

Auditory Training

1. Put on your earphones.
2. When the record stops put your hands on your head.
3. Go to the battery store and buy a new battery.

III. CORRELATION TECHNIQUES

With deaf children, lipreading is the medium through which other subjects of the curriculum are taught. There is value in stressing lipreading for a brief portion of each lesson or experience. Checking comprehension through lipreading serves as a particularly effective medial or final summary. This fulfills a two-fold purpose:

It reinforces thd helps to fix tne lesson being taught.
It affords an opportunity for drill and practice in the lipreading which is essential for success in the lesson or subject area.

The following suggestions are offered to show how lipreading is correlated with other subjects:

Social Studies and Science

1. As preparation for a science lesson on temperature the teacher presents the equipment and the vocabulary for the lesson. The teacher shows the class the thermometer saying, "This is a thermometer."
"This is a bowl of ice."
"Here we have some hot water."
This preparation is necessary prior to the development of the lesson.

2. At the conclusion of a lesson on the pioneers the teacher might review the basic vocabulary in the following manner:

Teacher: The pioneers traveled in wagon trains.
(She repeats "wagon trains.")

Pupil: "Wagon trains."
He writes the words on the board.

Mathematics

1. Summarizing a lesson on the value of coins the teacher might include specific lipreading such as:
   "Give me the coin that has the same value as five pennies."
   "John, give Jane the coin that is worth ten pennies."

2. The lesson has been on decimal concepts. (tenths, etc.) At the end of the lesson the teacher says, "Let's practice lipreading some of these decimals. Watch my lips and be ready to write the decimal number on the board."
   "Six tenths." "Twelve hundredths." etc.

Spelling

1. When taking a tally of words the teacher may skip around the list of words asking, "How many had 'cat' wrong?" Before registering the tally he points to the word in order to check the children's lipreading of the word.

2. In a spelling pre-test the children sometimes cannot distinguish whether the word given begins with an "f" or a "v", (face, vase). The teacher may give appropriate assistance and at the same time make maximum use of the opportunity to teach lipreading by doing one of the following:

   Give a sentence which will indicate through context which word has been given: e.g. face, vase, e.g. The boy washed his face.

   When the children first experience difficulty with homonyms, take the opportunity to begin the concept on homophenes.
   "You can tell which word it is if you watch carefully and think."
   "I have a new pair of shoes."
   "I ate a pear and an apple."

   Show that "t" and "n" look alike on the lips and are on the same line of the consonant chart. Tell the children with which letter the spelling word begins. This does not actually help the child with the spelling of the word, but it gives lipreading assistance to the deaf child.

Reading

1. After the children have completed the reading of a story, the teacher makes use of lipreading to check on comprehension.
   From a page of six or seven sentences the teacher says one sentence. The child lipreads the sentence, finds it on the page, and reads it to the class.
   The same approach is effective with experience charts.

2. The new words for a story have been presented through discussion and written on the board in simple sentences. When the teacher feels the children can recognize and understand the new words, he might give sentences or specific words for lipreading. The child who identifies the sentence or words is permitted to point to the word or underline it on the blackboard. The sentences remain on the board for reference while reading is taking place.

Language

1. The children have written good sentences using a new language principle. The teacher selects several sentences and dictates them to the class. The children write the sentences.

2. Language charts are easily used for lipreading. A chart containing pictures of common articles of clothing may be used as follows:

   The teacher gives a sentence containing one of the articles.
   The child identifies the article by:
   1. pointing to it.
   2. saying the word
   3. writing the word on the board.
   4. showing a similar article of clothing in the room.
   5. using the word in an original sentence which is lipread by the class.

IV. INFORMAL DEVICES AND APPROACHES

The following is a source list of practical and effective teaching devices for teaching lipreading to deaf and hard of hearing children. These approaches may be used to develop general lipreading in accordance with the basic principles already outlined. They may also suggest methods of teaching certain aspects of specific and correlated lipreading. The success of these approaches depends upon the total lipreading program.

Box of Common Objects

The teacher describes one of many objects in a box. A child selects the object that the teacher described.

The teacher closes his eyes and each child selects an object from the box and conceals it. The teacher asks, "Are you ready?" and then opens his eyes. Next the teacher asks, "John, have you the red bus?" The child answers "yes" or "no." The teacher goes on to another child and asks the same question until he discovers who has the object.

Charts

A chart of pictures showing children engaged in many different activities is displayed. Simple pictures are best. Each picture should show one child doing one thing. The teacher describes one picture. The children select the correct picture from among many.

Expressional Writing

Original compositions are read either in part or in entirety. Selections read should be readily identifiable as to the child who wrote them or the incidents described. The children guess the author of each composition. At some levels the composition may consist of only one sentence.

Command Games

The following are a few suggestions of simple games that children enjoy and that may be used to good advantage for lipreading:

Simon Says
Do This——Do That
Giant Steps
Oral Arithmetic Games

Descriptions

Give a short description of one of the children in the class and have others guess who it is.
Give a short description of one of three or four pictures displayed. Children select the correct picture.
Give each child a picture. Tell a short story about one picture. The child with the appropriate picture shows it to the class.
Develop memory by asking questions about a picture which the child has seen. How many things can the child remember without referring to the picture again?
Display a simple picture. Ask questions which will encourage the children to draw conclusions from what they see.

Dolls

Use dolls with movable arms and legs. Give directions which children can carry out by manipulating the doll.

Sometimes a child can give directions for other children to carry out.

Finger Plays

Make use of young children's natural interest in finger plays to stimulate interest in lipreading. The teacher sings or recites the words and does the finger play simultaneously. The finger action gives clues which help to develop lipreading; e.g.,

"Here's the church
Here's the steeple
Open the door
And here are the people."

Some other finger plays are:

The Eensy Weensy Spider
The Smoke Goes up the Chimney
Thumbkin

Experience Charts

After an experience chart has been developed and written it may be used as a device for lipreading;

e.g., The chart reads "We went to the park."
Early level: The teacher might say to the children, Show me where it says "We went," or "park."
At a higher level a child might be expected to lipread and/or be able to answer the question, "Where did we go?" This can also be used for the lipreading of individual words in context.

Flannel Board and Plymouth Chart

Make use of the flannel board and Plymouth Chart (pocket chart) to aid in the lipreading of numbers, colors, and common objects.

The flannel board and Plymouth Chart can be used in connection with sequence in story telling and in picture study.

Gossip

The teacher speaks to one child. She gives a sentence about a recent experience using new language learnings. The child tells his neighbor who in turn tells his neighbor. The "gossip" goes all around the class. The objective is to have the sentence reach the last child who repeats it to the teacher.

Language Charts

Make use of language charts in lipreading. The teacher has recorded words with which the children are familiar. These charts might be made up of pictures or of pictures with words. At upper levels the charts might be made up of words only.

Numbers	Common objects
Colors	etc.
Verbs	
Pronouns	
Adjectives	

Lotto Games

The teacher selects a picture of an object and composes a sentence about it. Children look for objects on their own cards. When one child has found the object on his card the teacher shows the picture to the class and gives it to the child who has located it. If the children are not sure of the lipreading of a certain object the teacher says it a few times in sentences and then shows the card.

Make Believe Games

1. The teacher gives a direction; e.g., in playing house. "Make believe you are the mother." "Put the baby to bed." "Wash the dishes." "Sweep the floor." etc.
2. Playing school. "Make believe you are the teacher." "Write on the blackboard."

Peep Box

A small box can be made with a hole on top to let in light and another hole on one side to look through. Put a small object in the box.

1. The teacher looks in the box and says, "I see a car. What can you see?"
2. The child looks in the box and tells what he sees.
3. The child looks, puts box away, and tells what he saw.

The above may be used for lipreading of "I see," or "I saw," or of familiar objects.

The teacher looks and says, "I see something yellow. Guess what it is." The child who guesses correctly may look in the box.

Photographs

Pictures of children and their families can be used as a basis of a lipreading lesson.

Drawings of children can be similarly utilized.

Picture Dictionary (book, chart or cards)

Make a picture dictionary of new verbs, adjectives, nouns etc., by using 5x7 cards. Make a file box for the cards. Select four or five of these cards and display them on the Plymouth Chart. Use one of the words and discuss its meaning. The children select the correct cards or may perform action responses.

Pictures

Pictures can be used to develop a lesson around a specific movement:
"Little Boy Blue" for b
"See Saw - Majorie Daw"
"A picture containing a pig, an apple, a puppy, etc.

Make use of pictures in corridors and on bulietin boards.

Drawing Games

Give directions. "Draw a rabbit," "Color the rabbit brown," etc.
On a higher level the teacher might direct the children to "Draw a clown; make him smile; color his eyes blue."

Drawing faces:
In teaching the terms "eyes," "nose," "mouth," etc. the teacher draws the outline of a head on the blackboard.
The teacher gives a sentence such as "You have two eyes."
The child who can lipread correctly is allowed to draw the eyes in the outline on the blackboard. Continue with other parts of the face.

"School"

One child pretends to be the teacher. He holds a basket of toys and says to the class, "Show me a _____."

A child (playing teacher) tells the other members of the class which word to erase from a list on the blackboard.

Pre-Primer Cut-Outs

Cut-outs of Dick, Jane, Sally, Spot, Puff, Tim, etc., are used to acquaint children with the names of characters in the pre-primer. They are also used to demonstrate verbs.

Riddles

1. After the children have become familiar with popular children's stories, nursery rhymes, or stories from the reader, mention an incident or a character.
   The children identify the story by name or show the picture connected with it.
2. Guess Who?
3. I see something (blue).
4. Button, Button. A description of the child is made part of the game.
5. Brief description of:
   a. children in the room
   b. objects in the room
   c. familiar books
   d. story characters
   e. animals
   f. science, health, social studies

The teacher gives two or three simple sentences describing one item of several in a given category. The children guess who or what it is. In science one classification might be "Things in the Sky."

Sequees

This is a commercial game with a series of pictures illustrating a familiar children's story. The child arranges pictures in correct sequence as the teacher gives clues. (Please see Part V for list of Commercial Games)

Show and Tell

Encourage the children to show and share old and new possessions. Natural expressions and questions often arise during these "show and tell" periods.

Story Telling

Tell well-known children's stories. Use the kind of stories which may be told again and again:

Ask simple questions calling for an action response.

Dramatize the story with the children.

Draw parts of it.

Identify specific parts by reference to pictures.

Filmstrips

Make use of strip films for story telling:

The teacher gives a simple sentence about each frame.

The teacher asks questions about each frame.

Sometimes a child can give a simple sentence about each frame.

The story may be put into chart form and the sentences cut apart. Each child is given one or two sentences of the story. As the strip film is shown the teacher says the sentence appropriate to a given frame. The child holding the sentence shows it to the class.

Toys

Use toys in lipreading. Teacher may develop a language principle or a story as she manipulates a toy or gives directions for the children to move toys. Suggested toys:

Doll family
Large doll (life size)
Doll House
Small toy animals (rubber, wood, plastic)
Potato Head
Miniature life toys
Wedgie figures

V. BIBLIOGRAPHY OF USEFUL SOURCES FOR INFORMAL LIPREADING

Texts

We have listed materials that have been found highly useful for the teacher who is teaching general or informal lipreading. From the following a teacher might derive new approaches and ideas for particular lessons for special occasions. These sources are to be used in accordance with the available philosophy of the program as previously described. This list of materials for teaching lipreading is not exhaustive. Additional listings may be obtained at the Volta Bureau, 1957 - 35th Street, N. W., Washington 7, D.C.

Feilbach, Rose. Stories and Games for Easy Lipreading Practice.

Planned for use with older children and adults but might be simplified for younger groups. Contains games, anecdotes, exercises, quizzes, readings, stories, etc., involving geography, science, history, etc. Geared "for fun."

Kinzie, Cora Elsie, and Kinzie, Rose. Graded Instruction in Lipreading for Children and Juniors.

Grades I and II are separate volumes and are being recommended here. (Grade III is for Juniors.) Good usable material at elementary levels. Simple exercises, games, stories, and suggestions. Systematic building of vocabulary and grading are featured.

Samuelson, Estelle E. and Fabregas, Minnie B. A Treasure Chest of Games for Lipreading Teachers.

A Volta Bureau reprint outlining useful games for lipreading application.

Whildin, Olive X. and Scally, Agatha. Speech Reading for the Hard of Hearing Child.

Features suggestions for charts to make the lessons more interesting and active. Has short usable stories.

Commercial Games

Many commercial games may be used to teach lipreading. The teacher who is aware of the general principles of teaching lipreading will capitalize upon the many language opportunities which present themselves in the playing of children's games. Following is a list of a few of the many commercial games which lend themselves particularly well to the development of lipreading through situations which are of natural interest to children.

1. Ben-G-Educator (Educational Equip. Co.) 69 West 23rd St. New York, N. Y.	MISSING FACES BALLOON MAN READING FUN
2. Milton Bradley Springfield, Mass.	TELL TIME QUIZMO PHONETIC QUIZMO RING TOSS
3. Childcraft Equip. Co., Inc. 155 E. 23rd St. New York, N. Y.	RUBBER ANIMALS FAMILY HAND PUPPETS
4. Creative Playthings Inc. 5 University Place New York, N. Y.	ARITHMETIC TANGIBLES (Peg Numbers) JIGSAW PUZZLES
5. Ed-U-Cards 1305-44th Avenue Long Island City, N.Y.	PICTURE DOMINOES ZOO LOTTO GO FISH CARD GAME
6. Educational Playthings Inc. 96 Prince St. New York, N. Y.	A MODERN PLAYWAY NURSERY TOY (Number Puzzle)
7. The Embossing Co., 200 Fifth Ave. New York, N. Y.	COLOR CUBES (design)
8. Follett Publishing Co. 381 Fourth Avenue New York, N. Y.	PRIMARY KIT PICTURE CARDS COME AND HEAR COME AND SEE COME AND COUNT
9. Samuel Gabriel & Sons 200 Fifth Av. New York, N. Y.	LOTTO GAMES: Object Lotto Things That Go Animals Zoo (Fish, Animals, Birds) Pets and Animals Good Things to Eat The House We Live In Pets and Animals Stand Up Lotto

10. Garrard Press
(E.W. Dolch)
Champaign, Ill.

GROUP WORD TEACHING GAME
SIGHT PHRASE CARDS
POPPER WORDS
CONSONANT LOTTO
PICTURE READINESS GAME
PICTURE WORD CARDS
WHO GETS IT?

11. Holgate Bros. Co.
200 Fifth Avenue
New York, N. Y.

JIGSAW PUZZLES

12. Judy Co.,
Minneapolis, Minn.

SEQUEES
JIGSAW PUZZLES
MATCHETTES

13. F.A. Owen Publishing Co.,
Danville, New York

PICTO-LOTTO CARDS
PICTO-WORD FLASH CARDS

14. Playskool Manufacturing Co.
200 Fifth Ave.
New York, N. Y.

WALL TELEPHONE 0200
JIGSAW PUZZLES
THE MAIL BOX

15. Scott Foresman & Co.
1900 Pollett Drive
Fairlawn, New Jersey

PICTURE CARDS & KEY SHEET
(Speech Improvement Cards)

16. Whitman Publishing Co.
200 Fifth Ave.
New York, N. Y.

BINGO

PART TWO: SEQUENTIAL DEVELOPMENT OF LIPREADING

INTRODUCTION

Sequential development of lipreading is begun when it is apparent that the children have become fairly proficient in general lipreading. The following conditions may serve as a guide:

Conditions of Readiness for Sequential Lipreading Development

1. Does the child have a general ability to read the lips in ordinary circumstances?
   Does he use lipreading as an avenue of communication?
   Does he concentrate upon the lips?
   Does he understand simple statements and requests?

2. Does he have the ability to benefit from formal lessons?
   Is he able to benefit from the simple formal lessons contained in this bulletin?

   If the children fail to benefit from the program, the teacher should return to general procedures and should use methods suggested in Part One, making adaptations for the maturity of the group.

Program

1. At J.H.S. 47 the children lipread all day. Lipreading grows simultaneously with language and speech in an oral program. However, it is deemed advisable to provide, in addition, a program of sequential lipreading practice.

2. A suitable sequence has been arranged. The teacher may begin with the first movement presented and proceed through the lessons. Invisible sounds have not been included since they cannot be seen.

3. Each lesson is devoted to one sound. In the organization of this material each sound has been placed on a separate page. The teacher may:

   a. Teach a lesson on p, b, and m by combining the three separate lessons into one. Thus, example words, eye drills, and clue words would be drawn from the three lessons.

   b. Teach one lesson on each sound, e.g., p then b, and then m. Through the experience of having three lessons with the same description the children will learn inductively that p, b, and m look alike.

4. The language arts are inseparable.

   a. Language and lipreading:
      1) Precede the development of new language by using the word or principle incidentally during the weeks prior to the lesson. This involves experience, understanding and lipreading.

2.) Follow up the language lesson by continued use of the word or principle in lipreading as reinforcement. This will include writing and spelling.

3.) Present opportunities for the children to use the learning in original language.

b. Speech and lipreading:

1.) Children learn to speak through several avenues of communication. The avenue of hearing is impaired in the deaf child. In its place lipreading is substituted. Through lipreading the child sees sounds as they are spoken and imitates them with the help of the tactile and auditory approaches.

2.) Through lipreading deaf children are stimulated to express themselves and use speech.

GUIDE TO FORMAL LESSONS

Following is an explanation of the layout of the pages for formal lessons. The five basic steps in the lesson are:

Description of the Movement
Eye Drill
Sentences with Clue Words
Sentences without Clue Words
Game or Device

I. DESCRIPTION OF THE MOVEMENT

This is not a major portion of the lesson. Its purpose is to connect the printed form with the movement as seen on the lips. Through repeated use of these materials it is hoped that children will reach a subconscious knowledge of the movements. Each of the steps indicated should be presented according to the needs of the children in the group. Use full voice throughout the description except with sample words where inaudible voice is used.

Movement

Identifies the movement being practiced in the lesson. At Junior High School 47 the Thorndike markings are used to represent sounds. The markings are not directly taught, but are used frequently so that children become familiar with them through use.

With the symbol for each of the diphthongs the component sounds forming the radical and the glide are given for teacher reference.

Visibility

The percentage of visibility assigned to the sound by Edward B. Nitchie is given only for consonants. This is for teacher reference. It is given to the children only if it will help to dramatize the learning of the movement.

I.P.A. Symbol

This is the International Phonetic Alphabet symbol for the sound and is also given for teacher reference. The I.P.A. and the Thorndike systems are entirely reconcilable, but the simpler Thorndike symbols are more appropriate and practical for use with children.

Sample Words

Sample words containing the movement in primary spelling are given. These are used as examples of the sound as it appears in words. The teacher uses these examples during the description portion of the lesson.

Elicited Words

A space is provided simply to remind the teacher to elicit further examples of sound in words from the children. As the children progress they will be able to give words with the sound placed initially, medially and finally. Some teachers have found it good to use these words given by the children as the clue words in the sentences given later.

Secondary Spellings

A simple word, where possible, is given for each important secondary spelling of the sound. The teacher incorporates this information into the lesson according to the needs, background, and abilities of the children in her particular group.

Secondary spellings are useful to deaf and hard of hearing children because they relate language as it appears in print to language as it appears in speech. The child who is puzzled over the appearance of the word "rough" on the lips may be a smoother lipreader if he is aware that "gh" is just another way of spelling "f", (which is what he sees). The teacher may add other secondary spellings that occur. Only the most common and useful secondary spellings have been listed.

"Play-Way" Description

The "play-way" description of the movement obtained from the original J.H.S. 47 Language Arts Course of Study is cited.

Nitchie Description

The description of the movement as given by Edward B. Nitchie is given for:
- Teacher reference
- Use with older children and adults.

Children's Description

Space is provided for the teacher to write good descriptions elicited from the children. If the children's description seems better for the group than that listed under "Play-Way" Description, erase the "play-way" description from the board and insert the children's description.

Sound Formation

A simple description of the formation and production of the sound in speech is included for:
- Relating formation to revelation (incidentally).
- Incidental speech correction.

II. EYE DRILLS

Contrasting words are used to develop physical powers such as quickness, visual memory, and subconscious recognition of the movements. These words are used in isolation to remove them from the context which gives the assistance of mental or psychological powers. Words containing the new sound are contrasted, insofar as possible, with words containing movements previously practiced.

Words used in eye drills should be familiar to the children. Ask the children to read the words before the drill begins. If the children do not know the words, explain their meaning briefly. Eye drills are given at a normal rate and with no exaggeration. The teacher does not permit interruption within the group of words as they are delivered.

Additional Eye Drills

A blank is provided in the manual to record eye drills which the teacher may devise. Contrast should be as great as possible;

e.g., Contrast look with book rather than took.
Contrast a back vowel with a front vowel or a high vowel with a low vowel.
Contrast meet with mat rather than with met.

III. CLUE WORDS AND SENTENCES

The lipreader needs some clue to the particular subject being discussed. Under ordinary circumstances the lipreader uses intuition and synthesis to "guess" the subject. In the lesson clue words are given as substitutes for context-giving clues.

A sample list of clue words and sentences is given. It is not intended that the teacher be restricted to the use of these particular clue words and sentences. The teacher composes sentences based upon the language and lipreading ability of the class.

The following procedure has been found useful:

a. If the teacher makes a statement, the children repeat it.
b. If the teacher asks a question, the children answer it.
c. If the teacher gives a command, the children obey it.

When a child has not gotten the thought:

a. Repeat the sentence naturally.
b. Change the wording of the sentence making it more context-giving.
c. Indicate the subject through a question or a statement.

IV. SENTENCES WITHOUT CLUE WORDS

After the sentences with clue words have been put on the board, the teacher erases the clue words from the blackboard. She then gives these sentences in random order.

Source List

Words from List C of the New York City Spelling List are given as a ready reference for constructing sentences for lipreading practice. The list has been arranged for the first six levels and organized according to the initial, medial and final placement of the sound within the words. The sounds in the words have been organized in accordance with Thorndike dictionaries published after 1952.

Procedure for Giving Sentences

1. Select the clue words you plan to use and write them on the board.
2. Indicate the clue word for the sentence to be given.
3. Say the sentence at natural speed and without exaggeration.
4. One child comes to the blackboard to write the sentence. What the child writes need not be an exact duplicate of the sentence, but should be corrected briefly for language errors. The aim is comprehension of the thought rather than reproduction of exact words.
5. While this child is writing, the teacher gives other sentences using the same clue word in thematic treatment. Such sentences grow naturally out of the topic under discussion and are answered orally while the first child is writing on the board.

Homophenes

A space is provided for the teacher to record groups or pairs of homophenes which have come up for discussion during the lesson. Homophenes are words that look alike on the lips but are not sounded alike. These are taught at another time in a simple but special way.

1. Devote a special lesson to one group of homophenes; e.g., pair--pare--pear map--mat--mad shoe--chew
2. Use context-giving sentences.
   Use only one homophene in each sentence.
   If possible do not use the homophene as the first or last word in the sentence.

V. DEVICES AND GAMES

A lipreading lesson should culminate with a pleasant experience. There are many games, stories, and devices which are used for this purpose. The game or device may be built around the particular movement of the lesson. It may review a previous movement, or it may be completely unrelated to any particular sound. It may be a device which is built around a single theme; (e.g., sports) or it may be a way of introducing excitement into the lipreading of unrelated sentences; (e.g., a horse-racing game in which children advance with each correct response).

At the end of each lesson a device or game is suggested. These devices and games may serve as the basis for further devices originated by the teacher.

For additional suggestions concerning informal devices, games, and stories see Part One of this bulletin which includes a bibliography.

BIBLIOGRAPHY

The books listed below contain other approaches and procedures for formal lipreading lessons. Items listed may be obtained at the Volta Bureau, 1537 35 Street, N.W., Washington 7, D.C.

Kinzie, Cora Elsie, and Kinzie, Rose. Graded Instruction in Lipreading for Children. Grade II and Grade III (se arate volumes).

Grade II (for children) and Grade III (for juniors). Grading permits starting new pupils at level nearest to capacity. Includes lessons on blends.

McNutt, Ena G. Hearing with Our Eyes.

Includes auditory training principles. This manual has an accompanying workbook. Has many devices and stories for use with formal lessons. Useful at intermediate levels.

Ordman, Kathryn A. and Ralli, Mary P. What People Say.

Formal lessons with sentence pairs, homophenes, stories, and a section of each lesson devoted to "what people say" in everyday conversation. Useful for older children.

LESSONS

MOVEMENT	VISIBILITY	I P A SYMBOL
(f), v	100%	f

SAMPLE WORDS	ELICITED WORDS	SECONDARY SPELLINGS
face		telephone
family		laugh
beautiful		cliff
roof		

"PLAY-WAY" DESCRIPTION	NITCHIE DESCRIPTION	CHILDREN'S DESCRIPTION
Bite your lower lip lightly.	Center of the lower lip touches the upper teeth.	

SOUND FORMATION

The upper teeth rest lightly on the lower lip.
Breath passes between the teeth and lower lip.

EYE DRILLS

No eye drill as "f" and "v" are first movements taught in the consonant group and have no previously studied sounds with which to be contrasted.

ADDITIONAL EYE DRILLS

CLUE WORDS	SENTENCES WITH CLUE WORDS
father	I went to the park with my mother and father.
flag	Red, white, and blue are the colors in our flag.
left	Show me your left hand.
breakfast	I had bacon and eggs for breakfast.
knife	We cut meat with a knife.
calf	The cow had a baby calf.

SENTENCES WITHOUT CLUE WORDS

SOURCE LIST

	Initial	Medial	Final
Level 1	father, few, find, five, first, for, found, four, friend, from, fun	after, before	if, off
Level 2	face, family, fall, farm, fast, fat, feed, feet, fell, fight, finished, fire, fish, floor, flowers, fly, food, foot, Friday, friends, front, funny, full, far	afraid, afternoon beautiful, careful, different, left	enough, half, life, myself
Level 3	farmer, feel, fence, filled, flag, flew, flower, forget, fox, free, frightened, fruit, fur, February, fair, fifth, fourth	awful, breakfast, elephant fifth, fifty, geography, grandfather, laughed, office often, soft, telephone, wonderful	chief, himself, knife, laugh, wife
Level 4	fairy, falls, faster, fed, fifteen, fighting, fill, finger, finish, fireplace, folks, follow, fort, furniture, famous, fresh	coffee, fifteen, laughing, thankful, theft, useful	calf, handkerchief, roof, safe, yourself
Level 5	factories, factory, farming, father's, fellow, fit, flies, flour, forgotten, formed, forth, fourteen, freedom, freeze, friendly, frog, frozen	buffalo, gift, manufacturing, officer, perfume, rifle, safety, surface	herself, leaf, self, wolf, rough
Level 6	fan, firecrackers, flashlight, fork, frost, fever	afterwards, awfully, butterfly, carefully, comfortable, goldfish, information, nephew, offered, officers, perfect, refused, safety, sulphur, therefore	beef, cliff, itself, mischief, scarf, stiff, stuff, tariff

HOMOPHENES

DEVICES AND GAMES

Farm Animals - Describe an animal. The children are to raise their hands only if it is a farm animal. Use other classifications such as jungle animals, etc., as well as farm animals. Pictures may be used.

MOVEMENT	VISIBILITY	I P A SYMBOL
f , (v)	100%	v

SAMPLE WORDS	ELICITED WORDS	SECONDARY SPELLINGS
vacation		of
vase		love
river		
seven		
drive		

"PLAY-WAY" DESCRIPTION	NITCHIE DESCRIPTION	CHILDREN'S DESCRIPTION
Bite your lower lip lightly.	Center of the lower lip touches the upper teeth.	

SOUND FORMATION

This is a voiced sound having the same formation as "f".

EYE DRILLS

No eye drill.
No contrast feasible.

ADDITIONAL EYE DRILLS

CLUE WORDS	SENTENCES WITH CLUE WORDS
vegetables	Beans, carrots, peas, and corn are vegetables.
valentines	In February we make valentines.
television	I watch baseball on television.
Thanksgiving	Did you eat turkey on Thanksgiving?
twelve	Cinderella had to leave the ball at twelve o'clock.
stove	Mother cooks dinner on the stove.

SENTENCES WITHOUT CLUE WORDS

SOURCE LIST

Initial	Medial	Final
Level 1		
None	every, never, over	five, gave, give, have, live, love, of
Level 2		
vacation, visit	even, evening, ever, everything, government, haven't, seven, having, I've, lived, lives, leaves, received, river, Thanksgiving	leave
Level 3		
valentine, vegetables, village	given, gives, giving, heavy invited, living, lovely, moved, several, travel, arrived, covered, discovered everybody, everyone, favorite	above, believe, cave, drive, move, stove, twelve
Level 4		
valley, visited, voice	cover, eleven, gloves, loved, loving, moving, November, silver, television	brave, drove, receive, save
Level 5		
valuable, verb, violin, visiting, vote	carnival, divided, driving, everywhere, however, invited, inviting, leaving, movies, saving, seventh, traveling	eve
Level 6		
various, vase, vegetable, vine, visitor, visitors	adventure, avenue, average, calves, caravan, driver, favor, fever, governor, harvest, invitation, knives, level, navy, oven, overalls, prevent, service, seventeen	alive, motive, native, serve, slave, twenty-five, wave

HOMOPHENES

DEVICES AND GAMES

Have the children reply to the following questions:

"What do you do every_____?" (morning, summer, winter, afternoon, night, holiday, Saturday, Monday, etc.)

MOVEMENT	VISIBILITY	I P A SYMBOL
(th) , TH	100%	θ

SAMPLE WORDS	ELICITED WORDS	SECONDARY SPELLINGS
thumb birthday bathroom both teeth		

"PLAY-WAY" DESCRIPTION	NITCHIE DESCRIPTION	CHILDREN'S DESCRIPTION
Put the tip of your tongue between your teeth.	The tongue is behind the upper teeth or between the teeth.	

SOUND FORMATION

The tip of the tongue is flat and thin, resting lightly at the edge of the upper teeth. Breath passes between the tongue and the teeth.

EYE DRILLS	ADDITIONAL EYE DRILLS
thumb - fun three - free thought - fought	

CLUE WORDS	SENTENCES WITH CLUE WORDS
thumb	I hurt my thumb with a hammer.
tooth	The dentist pulled out John's tooth.
birthday	Our class had a birthday party.
Thanksgiving	We have turkey for Thanksgiving dinner.
bath	Did you take a bath last night?

SENTENCES WITHOUT CLUE WORDS

SOURCE LIST

Initial	Medial	Final
Level 1		
thing things think thought	three through	something
Level 2		
thank Thanksgiving third		anything arithmetic birthday everything nothing	both
Level 3		
thanks thinking thirty thousand threw	throw through	bath cloth earth fifth fourth	health sixth south teeth
Level 4		
thankful theater theft thick		
Level 5		
thin thirteen thread		healthy	birth eighth forth path	seventh tooth
Level 6		
throat thrown		author	breath growth length

HOMOPHENES

DEVICES AND GAMES

Thanksgiving Game - Show pictures of foods used in a traditional Thanksgiving dinner. Have the child pick up the picture depicting the food you are describing.

Guessing Game - Say "I am thinking of something. It is _____." Have the child guess the answer.

MOVEMENT	VISIBILITY	I P A SYMBOL
th , (TH)	100%	ð

SAMPLE WORDS

then
mother
father
weather
this

ELICITED WORDS

SECONDARY SPELLINGS

"PLAY-WAY" DESCRIPTION

Put the tip ot your tongue between your teeth.

NITCHIE DESCRIPTION

The tongue is behind the upper teeth or between the teeth.

CHILDREN'S DESCRIPTION

SOUND FORMATION

This is a voiced sound having the same formation as its breath counterpart, "th".

EYE DRILLS

that - fat
than - fan
there - fair

ADDITIONAL EYE DRILLS

CLUE WORDS

weather
feather
mother
this
another
father

SENTENCES WITH CLUE WORDS

The weather is very bad. It is raining.
Indians wear feathers on their heads.
The baby is crying for its mother.
We are going to play with this ball.
I will give you another piece of candy.
Bill looks like his father.

SENTENCES WITHOUT CLUE WORDS

SOURCE LIST

Initial	Medial	Final
Level 1		
than those	another other	with
that these	brother	
the they	father	
their this	mother	
them		
Level 2		
that's	others without	
those	together	
	weather	
	clothes	
Level 3		
though	although either	
	grandfather	
	rather	
	southern	
Level 4		
themselves	clothing	
there's	farther	
	mother's	
	northern	
	whether	
Level 5		
	father's	
	leather	
	neither	
Level 6		
therefore	bathing	smooth
they're	bother	
thus	further	
	gathering	
	within	

HOMOPHENES

DEVICES AND GAMES

This and That. Place two sets of objects so that one set is near you and another set is farther away. Say, "Give me that ball." "Give me this pencil."

What kind of weather? Describe weather conditions. Have the children reply: "It's rainy," "It's a beautiful day," etc.

MOVEMENT	VISIBILITY	I P A SYMBOL
(p), b, m	100%	p

SAMPLE WORDS	ELICITED WORDS	SECONDARY SPELLINGS
park pie apple top step hop open pen happy		

"PLAY-WAY" DESCRIPTION	NITCHIE DESCRIPTION	CHILDREN'S DESCRIPTION
Lips are shut and then opened or lips shut.	Lips are shut, then opened	

SOUND FORMATION

The lips are shut and then separated with a short expulsion of breath.

EYE DRILLS		ADDITIONAL EYE DRILLS
pat - that	pay - they	
pin - thin	pair - fair	

CLUE WORDS	SENTENCES WITH CLUE WORDS
happy	Everyone sang "Happy Birthday" to Maximo.
play	We are going to play ball.
park	We took a trip to the park.
apple	I have a big red apply for lunch.
soap	Wash your hands with soap.
policeman	The policeman told us to stop.
puppy	Louis has a little brown puppy.

SENTENCES WITHOUT CLUE WORDS

SOURCE LIST

Initial				Medial			Final
Level 1							
people	played	put		happy			help
place	play	please					up
pretty							hope
Level 2							
pair	party	pictures	pet	apple	jumped	supper	stop
paper	person	present		opened	spring	kept	keep
piece	plant	playing		airplane	important	spelling	jump
park	poor	part					sheep
							sleep
Level 3							
pink	parents	pencil	pig	spent	helped		soap
papa	paint	president		report (card)	hospital		
pay	pass	pen					
Level 4							
page	pie	policeman		capital (letters)	slippers		hop
paid	plane	popcorn		crops	fireplace		shop
pants	poem	post office		spell	helping		step
	puppy						trap
							stamp
Level 5							
pin	postman	please		airport	sport	happen	lamp
pupil	plate	painting		empty	grapes	sleepy	map
peanuts	purple	pilgrims		speech	jumping	pupil	sharp
	penny						stamp
Level 6							
peas	pennies	print		apron	shape	transportation	steep
pat	pilot	penmanship		capture	explain	temperature	wrap
player	pot			copy	spoon	September	crop
pages							slip
							soup
							lap
							sweep

HOMOPHENES

DEVICES AND GAMES

Pie Game - Say to the children: "I am going to talk about five kinds of pie. You tell me the name of the pie. "Apple pie is very good." The pupil responds with the words, "apple pie." "At Thanksgiving time we have pumpkin pie." etc.

MOVEMENT	VISIBILITY	I P A SYMBOL
p, (b), m	100%	b

SAMPLE WORDS	ELICITED WORDS	SECONDARY SPELLINGS
boy big table crib ball bed baby rubber robe rob		

"PLAY-WAY" DESCRIPTION	NITCHIE DESCRIPTION	CHILDREN'S DESCRIPTION
Lips are shut and then opened or lips shut.	Lips shut	

SOUND FORMATION

This is a voiced sound with the same formation as for "p".

EYE DRILLS

ball - fall
box - fox
bought - thought
bat - that

ADDITIONAL EYE DRILLS

CLUE WORDS	SENTENCES WITH CLUE WORDS
breath	On a cold day you can see your breath.
bus	We came to school on the bus.
bat	John has a new bat.
tub	I take a bath in a tub.
football	Who in our class plays football?
blackboard	Did you wash the blackboard for the teacher?
banana	A banana is a fruit.
cabin	Abraham Lincoln lived in a log cabin.

SENTENCES WITHOUT CLUE WORDS

SOURCE LIST

Initial			Medial			Final
Level 1						
baby	black					
ball	book					
bed	big					
Level 2						
barn	blue	bird	table	rabbit		
bear	boat	beautiful				
bad	bicycle	bread				
	board	birthday				
Level 3						
bag	bath	baseball	everybody	rubber	vegetables	tub
bank	bill	broken	football	robin	goodby	
babies	board	butter				
		breakfast				
Level 4						
bee	bone	bedroom	cabin	October	December	
bat	bite	brush	subway	November	February	
bus	beach	bottle	public	automobile		
Level 5						
burn	broom	balloon	absent	husband	members	
bull	bunny	blackboard	lumber	marble	neighbor	
brick	buffalo	blanket	nobody	numbers	cabbage	
		berries				
Level 6						
bake	bomb	bubbles	object	cabinet	harbor	
beer	bags	butterfly	September	umbrella	pocketbook	
bug	button	buying	neighborhood			
		banana				

HOMOPHENES

DEVICES AND GAMES

"Who has the bat to go with the ball?"
Give sentences with the clue words. Have the child select the bat containing the clue word and insert it in the slot next to the ball which has the same clue word on it.
Prepare ten ball and bat combinations.

"I know a boy who_____." (Simple Simon; Boy Blue; Peter, Peter Pumpkin Eater.)

MOVEMENT	VISIBILITY	I P A SYMBOL
p, b, (m)	100%	m

SAMPLE WORDS		ELICITED WORDS	SECONDARY SPELLINGS
milk	mother		thumb
small	jam		column
month	make		calm
animal	swim		

"PLAY-WAY" DESCRIPTION	NITCHIE DESCRIPTION	CHILDREN'S DESCRIPTION
The lips are shut and then open or lips shut.	The lips shut.	

SOUND FORMATION

The same formation as for "p" or "b". The lips touch lightly. The sound is emitted nasally.

EYE DRILLS		ADDITIONAL EYE DRILLS
mine - fine	man - fan	
mat - that	men - then	

CLUE WORDS	SENTENCES WITH CLUE WORDS
mother	My mother came to school.
home	I go home by bus.
name	What is your name?
farm	What animals live on a farm?
cream	Father puts cream in his coffee.
milk	Cows give us milk.
Monday	We came back to school on Monday.
tomorrow	Tomorrow we are going on a trip.

SENTENCES WITHOUT CLUE WORDS

SOURCE LIST

	Initial	Medial	Final
Level 1	man, me, may, mother, more, make, milk	Christmas, something, summer	them, am, from, room, come, home, name, time
Level 2	Mr., Mrs., Miss, mine, meat, miles, merry, myself, minutes, money, music	camp, small, grandmother, arithmetic, comes, tomorrow, family, jump	farm, warm, game
Level 3	mail, meet, mud, monkey, month, mouth, married, mountain, Monday	army, woman, animal, smoke, himself, remember, number	climb, bottom, program, team
Level 4	mama, May, moon, market, meal, mouse, meeting, moving	climate, famous, America, November, policeman, pumpkin, stamps, mama	bedroom, cream, dream, drum, form
Level 5	map, mice, movies, marble, match, member, million, modern, museum	lamp, camel, hammer, autumn, assembly, promised, basement, number	auditorium, bloom, broom, seam
Level 6	mat, maid, motor, mining, March, magazine, member, midnight	salmon, smile, settlement, oatmeal	atom, swam, gum, gym, bomb, lamb

HOMOPHENES

DEVICES AND GAMES

Man Game - Pictures of fireman, policeman, milkman, laundry man, delivery man, etc. Present in sentences. Have the children identify the correct picture. Stories may also be used.

MOVEMENT

"
a

VISIBILITY

I P A SYMBOL

ɑ:

SAMPLE WORDS

car
father
park
dark
farm
calm

ELICITED WORDS

SECONDARY SPELLINGS

heart ah
guard
sergeant

"PLAY-WAY" DESCRIPTION

Open your mouth very wide.

NITCHIE DESCRIPTION

Lips relaxed and wide; decided downward jaw movement.

CHILDREN'S DESCRIPTION

SOUND FORMATION

The tongue lies flat in the mouth and the sound is produced in the same way as short "o" except that it is prolonged.

EYE DRILLS

park-pink
star-store
dark-Dick
farm-fight

ADDITIONAL EYE DRILLS

CLUE WORDS

arm
army
farm
far
car
father

SENTENCES WITH CLUE WORDS

John hurt his arm.
Many men are in the United States Army.
They have many cows on that farm.
How far do you have to walk to the subway?
I helped father wash the car.
John's father took him to the circus.

SENTENCES WITHOUT CLUE WORDS

SOURCE LIST

Initial	Medial			Final
Level 1				
are	father	large	started	
Level 2				
	barn	hard	start	
	cars	park	yard	
	dark	part		
	farm	party		
Level 3				
arm	card	hardly		grandma
army	farmer	largest		ha
art	garden	March		
	grandfather	Papa		
Level 4				
aren't	bark	farther		grandpa
	cards	larger		
	mama			
Level 5				
articles	apart	father's	sharp	
	carnival	garage	smart	
	cart	harden	starting	
	charge	marble	yards	
	farming	mark		
Level 6				
artist	chart	harvest	pardon	
	department	kindergarten	parties	
	guard	lard	scarf	
	harbor	march	tardy	

HOMOPHENES

DEVICES AND GAMES

Write sentences on the blackboard: I went to the park. I went to a farm. Say: "I went to the park. I saw many flowers." Have the child say: "You saw many flowers." Say: "I went to a farm. I saw a pig." Have the child say: "You saw a pig."

*See note at foot of page 85.

MOVEMENT

ē

VISIBILITY

I P A SYMBOL

i:

SAMPLE WORDS

me
she
he
we
even

ELICITED WORDS

SECONDARY SPELLINGS

these
receive
see
believe
key
people
machine

"PLAY-WAYS" DESCRIPTION

Smile.

NITCHIE DESCRIPTION

Lips narrow and extended.
Noticeable jaw movement.

CHILDREN'S DESCRIPTION

SOUND FORMATION

The lips are spread and the teeth are slightly separated. The sound is emitted through a small aperture between the upper and lower teeth.

EYE DRILLS

feed - fat keep - cop
read - ride she - show

ADDITIONAL EYE DRILLS

CLUE WORDS

eat
sleep
tree
Easter
people
see

SENTENCES WITH CLUE WORDS

You may go out after you eat your lunch.
I was so tired I went to sleep.
The birds made a new nest in the tree.
My father gave me a chocolate bunny for Easter.
There were many people at the party.
Can you see the moon?

SENTENCES WITHOUT CLUE WORDS

SOURCE LIST

Initial	Medial	Final
Level 1		
eat	people these	be he
each	please week	me we
	read	see tree
	teacher	three she
Level 2		
eating	being leave keep weeks	
even	between leaves meat	
evening	feed green piece	
	feet sheep real	
	received sleep seen	
	reading street trees	
Level 3		
Easter	asleep really need teach	tea
easy	beat feel pieces team	free
either	believe mean seeds wheat	maybe
	chief seat sweet ice cream	
	deep meet teeth Halloween	
Level 4		
east	beach feast peace receive speak	bee
	beads heat police region parakeet	coffee
	cheese leader queen seal steel	
	creek least reach season fifteen	
	dream meal reason seem meeting	
Level 5		
	deal leaf neither seeing eighteen	key
	dreamed meat peanuts sheet fourteen	
	freeze needle pleased speed sixteen	
	leading Negro scene steam sleepy	
	seam secret skis leaving	
Level 6		
easier	agreed keeper peaches treaty nineteen	ski
eastern	beef peak steal treated seventeen	knee
	fever reader steep weak magazine	
	geese peas treat gasoline measles	
	keen sheets sweep cleaning scenery	

HOMOPHENES

DEVICES AND GAMES

Basketball - Have two teams. Cut out circles. Write clue words on them. Use these words in sentences. If the child recognizes the word or sentence and can give the sentence, carry out the command or answer the question, he may put the ball through the basket. Keep score.

Leaves - Show two trees with clue words on the leaves. The child recognizing the clue word and repeating the sentence erases the leaf. The child having the tree with the fewest leaves wins. In spring, have clue words on paper leaves. The child attaches the leaf when he gives the correct response.

MOVEMENT

ü

VISIBILITY

I P A SYMBOL

u:

SAMPLE WORDS

truly
July
junior

ELICITED WORDS

SECONDARY SPELLINGS

to juice shoe
true you
threw moon
rule

"PLAY-WAY" DESCRIPTION

Make a small circle with your lips.

NITCHIE DESCRIPTION

Narrow opening; not much jaw movement; puckered.

CHILDREN'S DESCRIPTION

SOUND FORMATION

The lips are rounded as for "wh". The tongue is raised high in the back of the mouth.

EYE DRILLS

shoe - she threw - three
blue - blow school - scale
moon - man

ADDITIONAL EYE DRILLS

CLUE WORDS

SENTENCES WITH CLUE WORDS

moon	Is there really a man in the moon?
June	The month after May is June.
pool	Did you swim in the pool?
fruit	Every day I eat some fruit.
blue	In the American flag the blue stands for truth.
food	To be healthy we must eat good food.
ruler	Can you draw a straight line without using a ruler?

SENTENCES WITHOUT CLUE WORDS

SOURCE LIST

	Medial				Final	
Level 1						
food	school				do	two
room	soon				through	who
					too	you
Level 2						
afternoon	shoes				blue	
food	truly					
poor						
Level 3						
cool	group	moved			flew	
fruit	move	moon			grew	
		shoot			threw	
Level 4						
true	choose	June	moon		blew	shoe
zoo	July	loose	moving			
pool	roof	whom	you'll			
Level 5						
bloom	broom	junior	roots		canoe	
boots	juice	movies	route			
schoolhouse	sooner	tools	tooth			
Level 6						
bouquet	fool	spoon	scooter			
goose	rooster	ruler	soup			
lose	rule					

HOMOPHENES

DEVICES AND GAMES

What Room? - Display pictures of a living room, dining room, classroom, etc. Show an isolated picture of furniture, such as a bed, and say: "What room?" The first to answer "It is the bedroom," picks up the picture and shows it to the class. Have all the children repeat the sentence.

MOVEMENT

(sh), zh, ch, j

VISIBILITY

100%

I P A SYMBOL

ʃ

SAMPLE WORDS

ship
shoes
wish
push
splash

ELICITED WORDS

SECONDARY SPELLINGS

vacation ocean
Chicago conscious
social tissue
sugar anxious

"PLAY-WAY" DESCRIPTION

Move your lips forward.

NITCHIE DESCRIPTION

Lips are thrust forward. The lips protrude or are projected.

CHILDREN'S DESCRIPTION

SOUND FORMATION

Position is similar to "s" except that the tongue is further back in the mouth and there is a greater emission of breath. Lips are rounded and slightly protruded.

EYE DRILLS

wish - with she - bee
shoe - moo shine - mine
show - bow

ADDITIONAL EYE DRILLS

CLUE WORDS

shine
ship
vacation
fishing
push
finish

SENTENCES WITH CLUE WORDS

Shine your shoes.
People came to America in ships.
In the summertime we have a long vacation.
My father went fishing and caught three fish.
When we walk down stairs, we should not push.
Did you finish your work before the bell rang?

SENTENCES WITHOUT CLUE WORDS

SOURCE LIST

	Initial	Medial	Final
Level 1			
	should		
	sure		wish
Level 2			
	shall	dishes	fish
	sheep	finished	wash
	ship	fishing	
	shoes	vacation	
	shot		
	show		
Level 3			
	shoot	education	English
	short	machine	
	showed	ocean	
	sugar	station	
Level 4			
	shipping	washed	brush
	shirt	association	dish
	shoe	bushes	finish
	shop	constitution	fresh
	shore		push
	shut		
Level 5			
		addition	
		attention	
		appreciate	
		examination	
		population	
		position	
Level 6			
	shadow	anxious	goldfish
	shape	ancient	rush
	sheets	ashes	
	shelter	rushed	
	shine	social	
	shook	demolished	
	shoulder	information	
	shovel	machinery	
	showing	plantation	
		transportation	
		worshiped	
		invitation	
		protection	
		wishes	

HOMOPHENES

DEVICES AND GAMES

Down You Go - Put some standing paper dolls on each child's desk. Ask simple questions using a word containing a sound which you have taught. If a child doesn't know the answer, a doll goes down. The child with the last standing doll is the winner.

Examples: Do people need shelter?
Is the ocean larger than a lake?
Are all shoes black?

MOVEMENT	VISIBILITY	I P A SYMBOL
sh, (zh), ch, j	100%	Z

SAMPLE WORDS	ELICITED WORDS	SECONDARY SPELLINGS
This sound is found only in secondary spelling.		azure pleasure garage

"PLAY-WAY" DESCRIPTION	NITCHIE DESCRIPTION	CHILDREN'S DESCRIPTION
Move your lips forward.	Lips are thrust forward. The lips protrude or are projected.	

SOUND FORMATION

Voiced sound having the same formation as "sh".

EYE DRILLS	ADDITIONAL EYE DRILLS
rouge - roof	

CLUE WORDS	SENTENCES WITH CLUE WORDS
division	In arithmetic we learn to do long division.
television	When I finish my homework I like to watch television.
treasure	Captain Kidd buried some of his treasure on Long Island.
measured	I was fifty inches tall when I was measured.
leisure	I like to read when I have leisure time.
garage	We park our car in a garage.

SENTENCES WITHOUT CLUE WORDS

SOURCE LIST

	Initial	Medial	Final
Level 1			
Level 2			
Level 3			
Level 4		television	
Level 5		treasure	garage
Level 6			

HOMOPHENES

DEVICES AND GAMES

How Do We Measure?

Show a chart with different units of measurement on it. (feet, inches, quarts, miles, etc.) Ask the question, "How do we measure how tall we are?" An acceptable answer will be "either in inches or feet."

Things We Measure

milk
money
height
weight
rooms
food

Treasure Game

Show an outline of a treasure chest drawn with items in it. Ask questions about the items and have the children identify them.

MOVEMENT

sh, zh, (ch), j

VISIBILITY

100%

I P A SYMBOL

tʃ

SAMPLE WORDS

chair
church
teacher
March
chalk
much
kitchen

ELICITED WORDS

SECONDARY SPELLINGS

picture
pitcher

"PLAY-WAY" DESCRIPTION

Move your lips forward.

NITCHIE DESCRIPTION

Lips are thrust forward. The lips protrude or are projected.

CHILDREN'S DESCRIPTION

SOUND FORMATION

The position of the tongue is the same as for "sh" except that the tip of the tongue is behind the upper teeth as for "t".

EYE DRILLS

chief - thief chair - fair
chalk - walk chain - pain

ADDITIONAL EYE DRILLS

CLUE WORDS

children
teacher
lunch
beach
watch
March
chief
chart

SENTENCES WITH CLUE WORDS

There are ten children in this room.
Who is your teacher?
At what time do we go to lunch?
I like to go swimming at the beach.
Do you like to watch television?
It is very windy in March.
The leader of a tribe of Indians is called a chief.
Where is the verb chart in this room?

SENTENCES WITHOUT CLUE WORDS

SOURCE LIST

Initial	Medial	Final
Level 1		
children	teacher	each
	kitchen	much
		which
Level 2		
church	picture	catch such
		church watch
		lunch
Level 3		
chair	inches	March
chicken	kitchen	porch
chief	teacher's	teach
child		
Level 4		
chance choose	branches	beach reach
change	question	bunch
cheese	hankerchief	inch
chimney	watched	
Level 5		
chain chest	matches catcher	match French
charge chase	watches pitcher	ranch Dutch
chose	reached	speech
cheer	peaches	touch
Level 6		
chalk cherry	mischief	bench scratch
chart chocolate		branch search
chasing chosen		ditch witch
check		march

HOMOPHENES

DEVICES AND GAMES

Ask the class, "Which you would rather have: an ice cream cone or a lemon?; - a piece of coal or a piece of a diamond; - homework or no work?" Pair a desirable choice with an undesirable choice.

Foods - Say, "What could we have for lunch?" Have the children respond with the names of different kinds of food.
Use the foods suggested as clue words for additional sentences.

MOVEMENT	VISIBILITY	I P A SYMBOL
sh, zh, ch, (j)	100%	dʒ

SAMPLE WORDS	ELICITED WORDS	SECONDARY SPELLINGS
jump		large
June		soldier
jar		gym
Jack		edge

"PLAY-WAY" DESCRIPTION	NITCHIE DESCRIPTION	CHILDREN'S DESCRIPTION
Move your lips forward.	Lips are thrust forward, The lips protrude or are projected	

SOUND FORMATION

Voiced sound having the same formation as "ch".

EYE DRILLS

jump - bump jack - back
jail - mail just - must
jar - far

ADDITIONAL EYE DRILLS

CLUE WORDS	SENTENCES WITH CLUE WORDS
bridge	James lives near the Brooklyn Bridge.
July	Our summer vacation will begin in July.
juice	Every morning I have orange juice for breakfast.
page	Turn to page 23.
gym	We play basketball in the gym.
cage	At the zoo the lion is kept in a cage.
job	I hope you get a good job when you grow up.

SENTENCES WITHOUT CLUE WORDS

SOURCE LIST

Initial	Medial	Final
Level 1		
just		large
Level 2		
jump	changed	cage
jumped	larger	
Level 3		
gym	enjoy	orange
geography	enjoyed	bridge
juice	largest	village
job	soldiers	badge
Level 4		
January joy	soldier	college strange
general June	subject	change fudge
germs July		package
		page
Level 5		
giant jar juice	danger Dodgers	cabbage edge
jack-o-lantern junior	dangerous surgeon	language
jail joined	imagine	huge
jungle jolly	region	
journey		
Level 6		
generally jet	energy pages	carriage judge
gymnasium join	engineer project	cottage
jacks joke	enjoying vegetable	message
jelly judge	object pajamas	manage

HOMOPHENES

DEVICES AND GAMES

Ask the class, "Which is larger - an ape or a monkey?" Repeat using very small and very large items for contrast.

Use sentences containing the names of important local bridges. The child responds with the name of the bridge.

MOVEMENT	VISIBILITY	I P A SYMBOL
(s), z	50%	s

SAMPLE WORDS	ELICITED WORDS	SECONDARY SPELLINGS
spring		city
sister		science
seven		miss
hospital		psychology
famous		

"PLAY-WAY" DESCRIPTION	NITCHIE DESCRIPTION	CHILDREN'S DESCRIPTION
Put your teeth together.	Teeth are close together. Lips are back slightly and are narrow. Lips are extended and straight.	

SOUND FORMATION

The tip of the tongue is raised toward the upper gum. The sides of the tongue are in contact with the upper side teeth. Breath passes through the narrow groove of the tongue over the tip of the tongue. No breath should escape at the sides of the mouth.

EYE DRILLS

sat - fat say -may
said - bed sand - band
saw - paw

ADDITIONAL EYE DRILLS

CLUE WORDS

Saturday
subway
baseball
bicycle
grass
ice cream

SENTENCES WITH CLUE WORDS

We do not have school on Saturday.
I come to school on the subway every day.
During the summer, the boys like to play baseball.
My mother bought me a bicycle.
When we went to the park, we rolled in the grass.
Last night we had strawberry ice cream.

SENTENCES WITHOUT CLUE WORDS

SOURCE LIST

Initial			Medial			Final	
Level 1							
snow	school	something	Christmas	next	just	house	this
said	started	Santa	asked	most	last	place	us
see	summer		first	must		once	its
soon	sister		best	also		nice	
Level 2							
Saturday	same	sent	interesting	lost		across	dress
seven	sat		answer	rest		piece	guess
sea	sit		outside	fast		class	horse
second	seen		myself	horses		grass	likes
			person	bicycle		makes	ice
							minutes
							face
Level 3							
skating	center		baseball	basket		address	states
straight	song		discovered	fixed		business	glass
surprise	silk		hospital	pieces		thanks	gas
several	cities		dressed	cost		tricks	fox
squirrel	station		excuse	inside		fence	office
Level 4							
square	science		constitution	receive		fireplace	police
subway	circus		downstairs	dust		famous	voice
silver	sailed		association	castle		practice	bus
swing	slippers		dancing	western		peace	mouse
storm	citizen		industry	lonesome		stamps	nurse
Level 5							
safety	circle		basement	officer		distance	boots
speech	sunshine		assembly	crossing		congress	lace
scene	studies		research	pasture		dangerous	roots
straw	sidewalk		whistle	contest		lettuce	juice
stage	sweater		grocery	chest		peanuts	grapes
Level 6							
September	smile	sweep	August		eastern	anxious	tax
streetcar	service	signal	transportation		wrist	commerce	niece
century	simple		message		taste	happiness	geese
sailor	slave		costume		burst	walrus	price
			chasing		artist	boss	worse

HOMOPHENES

DEVICES AND GAMES

An Ice Cream Game - List the common ice cream flavors. Give sentences containing the flavor words. Have the children identify and repeat the names of the flavors.

MOVEMENT	VISIBILITY	I P A SYMBOL
s, (z)	50%	z

SAMPLE WORDS	ELICITED WORDS	SECONDARY SPELLINGS
prize		his
zebra		lose
zoo		horses
citizen		
magazine		

"PLAY-WAY" DESCRIPTION	NITCHIE DESCRIPTION	CHILDREN'S DESCRIPTION
Put your teeth together	Teeth are close together. Lips are back slightly and are narrow. Lips are extended and straight.	

SOUND FORMATION

This is a voiced sound having the same formation as "s". There is less pressure against the gums than for "s".

EYE DRILLS	ADDITIONAL EYE DRILLS
zoo -shoe	
these - them	
his - him	

CLUE WORDS	SENTENCES WITH CLUE WORDS
zebra	The children saw a zebra at the zoo.
zoo	Many animals live in the zoo.
president	George Washington was the first president of the United States.
frozen	We went skating on the lake. It was frozen.
windows	It was very warm, so we opened all the windows.
puppies	Jane's dog had five puppies.

SENTENCES WITHOUT CLUE WORDS

SOURCE LIST

Initial	Medial	Final
Level 1		always, because, as, boys, close, girls, has, his, is, please, these, things, was, years
Level 2	cousin, houses, music, isn't, used, visit, wasn't	pictures, windows, flowers, leaves, apples, horses, games, birds, hands, miles, clothes, lives, comes, goes, plays, does, dishes, toys, cows
Level 3	business, president, supposed, thousand, Thursday, desert, doesn't, easy, busy	buildings, countries, vegetables, stockings, potatoes, babies, inches, excuse, stairs, cities, nose, ears, news, lines, noise, chickens, boxes, hours, lessons, dollars
Level 4	zoo, Wednesday, newspaper, pleasant, citizen, disease, visited, Tuesday, closed, raised, reason, season, roses	beads, cards, cheese, whose, prize, colonies, cookies, branches, besides, glasses, gloves, beans, pounds, germs, size, wise, rose
Level 5	examination, husband, pleased, position, caused, easily, hasn't, using	numbers, matches, members, berries, pilgrims, knows, chose, twins, tries, flies, frozen, movies, museum, freeze, lazy, articles
Level 6	gymnasium, magazine, scissors, musical, measles, visitor, raising, prison, chosen, closet, uses	sandwiches, supplies, tomatoes, weapons, puppies, groceries, bubbles, cherries, carries, calves, ponies, bodies, knives, wolves, froze

HOMOPHENES

DEVICES AND GAMES

A Zoo Game - A variety of games can be devised depicting animals in the zoo.

MOVEMENT

ô

VISIBILITY

I P A SYMBOL

ɔ:

SAMPLE WORDS

born
store
corner
morning
fork

ELICITED WORDS

SECONDARY SPELLINGS

all
saw
caught
cough
warm
door

"PLAY-WAY" DESCRIPTION

Move lips forward and drop your jaw.

NITCHIE DESCRIPTION

Wide opening; decided down jaw movement; puckered.

CHILDREN'S DESCRIPTION

SOUND FORMATION

The lips are slightly rounded and protruded. The corners of the mouth are drawn close together and the lips form a fairly large opening.

EYE DRILLS

short - shoot
wall - wheel
ball - bell
bought - bat
talk - took
saw - see

ADDITIONAL EYE DRILLS

CLUE WORDS

autumn
auto
ball
warm
door
straw

SENTENCES WITH CLUE WORDS

Leaves turn many different colors in autumn.
We are going for a ride in our auto.
The children are playing ball in the yard.
In June it begins to get warm.
Someone is knocking at the door.
John drank his soda through a straw.

SENTENCES WITHOUT CLUE WORDS

SOURCE LIST

Initial	Medial *	Final
Level 1		
all	ball door more	saw
also	called for	
always	morning four	
or		
Level 2	born corn story	
	bought fall walked	
	brought horse warm	
	call important floor	
	caught small store	
	war	
Level 3		
all right	strong board fourth short	draw
already	talk cloth hall stories	law
although	tall corner north	
awful	taught course porch	
	wall doors report	
Level 4		
automobile	broadcast form northern	
ore	cause fort storm	
	court forty wrong	
	drawing fought wore	
	falls horn	
Level 5		
auditorium	blackboard fourteen sore	straw
autumn	calling quarter	
orchestra	caused sort	
ought	formed sport	
	forth nor	
Level 6		
August	chalk haunted pour	raw
author	chores lawn score	
auto	drawn naughty tore	
awfully	forced sword	
	fork torn	

HOMOPHENES

DEVICES AND GAMES

Which Store? - Describe an article to be purchased. Have the children tell the name of the store where it could be bought. Pictures of the store should be used.

*See note at foot of page 85.

MOVEMENT

ou (ä ü)

VISIBILITY

I P A SYMBOL

aʊ̃

SAMPLE WORDS

found
house
mouth
loud

ELICITED WORDS

SECONDARY SPELLINGS

oow

"PLAY-WAY" DESCRIPTION

Open your mouth wide and then make a small circle with your lips.

NITCHIE DESCRIPTION

Lips relax and are open; then lips come closer and forward.

CHILDREN'S DESCRIPTION

SOUND FORMATION

This sound begins with ä and glides to ü .
The ä is long and the ü is shortened.

EYE DRILLS

found - find
clown - clean
out - at
cow - car
mouse - mice
shout - shut

ADDITIONAL EYE DRILLS

CLUE WORDS

out
our

ounces
clown
south
mouse
cow
how

SENTENCES WITH CLUE WORDS

At three o'clock, I am going out.
Should we wear our rubbers when the sun is shining?
A pound has sixteen ounces.
At the circus we saw a funny clown.
In the fall the birds fly south.
The cat ran after the mouse.
Milk and cream come from cows.
Do you know how to play football?

SENTENCES WITHOUT CLUE WORDS

SOURCE LIST

Initial	Medial	Final
Level 1		
our	about, around, down, found	how
out	house, town	now
Level 2		
hour	brown, cows, houses	cow
outside		
Level 3		
hours	cowboy, flower, mountain, power, round, south, thousand	
Level 4		
ours	amount, loud, mouse, pounds	bow
outdoors	proud, sound	
Level 5		
	allowed, aloud, clown, crowd, flour, pound, powder, scout, school house	
Level 6		
ourselves	account, crowded, grounds, noun, towel	plow

HOMOPHENES

DEVICES AND GAMES

Make a flower chart. Use sentences describing about five to ten familiar flowers. Have the children identify the picture and the name of the flower.

MOVEMENT

a

VISIBILITY

I P A SYMBOL

æ

SAMPLE WORDS

cat
dad
man
sand
apple

ELICITED WORDS

SECONDARY SPELLINGS

laugh

"PLAY-WAY" DESCRIPTION

Open your mouth wide and let the sides go back.

NITCHIE DESCRIPTION

Opening is wide; jaw moves downward a lot.

CHILDREN'S DESCRIPTION

SOUND FORMATION

The formation is similar to that for "e", but the mouth opening is wider.

EYE DRILLS

hat - how
sad - seed
bad - bead

man - moon
fat - foot
ran - read
fat - feed

ADDITIONAL EYE DRILLS

CLUE WORDS

lamb
hand
nap
lamp
add
salad

SENTENCES WITH CLUE WORDS

Mary had a little lamb.
We wash our hands before we eat.
Do you still take a nap?
Please light the lamp.
Have you learned how to add and subtract?
We made a salad with tomatoes and lettuce.

SENTENCES WITHOUT CLUE WORDS.

SOURCE LIST

	Initial	Medial
Level 1		
	after am an as asked at	daddy had happy has have last man ran Santa Claus that
Level 2		
	afternoon answer apple ask	bad began camp candy catch class family fast fat grass hand happened hat land rabbit sat Saturday wagon
Level 3		
	animal answered	bag band bank bath cap captain cattle dance gas glass grandma mad master pass plan rat sand travel valentine
Level 4		
	act add	bat American battle branches capital dancing castle faster grandpa hamster hang pan January matter package pants handkerchief practice sad sang valley
Level 5		
	absent accident arrow asking	barrier camel candle bad factory imagine ladder lamp gather man marry match narrow map path ranch slacks tag planting wagged
Level 6		
	afterwards ant ashes atom attic avenue average axe	bags bang barrel branch cabinet calves capture dam drank fact firecrackers flashlight gasoline jacks lad mat magazine palace saddle sandy

HOMOPHENES

DEVICES AND GAMES

Apples on a Tree. - Clue words are written on paper cutouts of apples. The child who gives the correct response may "pick" the apple.

A Hand Game - Put your hand on your head, John. Clasp your hands, Joan. Shake hands with me, Albert.

MOVEMENT

oi (ôi or ôē)

VISIBILITY

I P A SYMBOL

ɔi

SAMPLE WORDS

noise
oil
point
choice
boil

ELICITED WORDS

SECONDARY SPELLINGS

boy

"PLAY-WAY" DESCRIPTION

Move your lips forward dropping your jaw, and then let the lips come back to a small opening.

NITCHIE DESCRIPTION

Lips are forward and wide; then lips relax and come closer.

CHILDREN'S DESCRIPTION

SOUND FORMATION

This sound begins with ô and glides to "i".

EYE DRILLS

boy - bow soil - seal
toy - two point - paint

ADDITIONAL EYE DRILLS

CLUE WORDS

oil
noise
boil
point
choice
boy

SENTENCES WITH CLUE WORDS

A car uses both gas and oil.
Stop that noise or you'll wake the baby.
Can you boil water without burning it?
Does your pencil have a sharp point?
The girls may have the first choice.
Are you a member of the Boy Scouts?

SENTENCES WITHOUT CLUE WORDS

SOURCE LIST

Initial	Medial	Final
Level 1		
	boys	boy
Level 2		
	toys	
Level 3		
oil	enjoyed	enjoy
	noise	toy
Level 4		
	point	joy
	soil	
	voice	
Level 5		
	joined	
Level 6		
	disappointed	
	enjoying	
	join	
	poison	

HOMOPHENES

DEVICES AND GAMES

Toys - Describe some toys. Have the children tell which one you are describing.

Boys - "I'm thinking of a boy with _____."

"I'm thinking of a boy who _____."

MOVEMENT

ā (e↑i or e↑ē)

VISIBILITY

I P A SYMBOL

eɪ

SAMPLE WORDS

radio
paper
baby
vacation

ELICITED WORDS

SECONDARY SPELLINGS

rain eight
play gauge
they came
great
vein

"PLAY-WAY" DESCRIPTION

Move your lips backward a little, and then let them come forward a little.

NITCHIE DESCRIPTION

Lips back slightly with medium opening; then lips relax and come closer.

CHILDREN'S DESCRIPTION

SOUND FORMATION

This sound begins with the tongue slightly lower than for "i" and glides to ĕ .

EYE DRILLS

shape - sharp
bake - big
ate - eat
may - me
lake - lick
day - do

ADDITIONAL EYE DRILLS

CLUE WORDS

ate
table

make
baseball
birthday
they

SENTENCES WITH CLUE WORDS

We ate our lunch in the park.
It is time for dinner. Please set the table.
What did you make for Mother?
We played baseball in the gym.
Mother gave me a birthday party.
They are watching the firemen.

SENTENCES WITHOUT CLUE WORDS.

SOURCE LIST

	Initial	Medial				Final	
Level 1							
		baby	great	played		day	way
		came	made	take		play	
		days	make			say	
		gave	name			they	
		grade	place			today	
Level 2							
	ate	afraid	later	rain	train	birthday	
	eight	cake	making	same	wait	may	
		face	named	state	taken	stay	
		game	paper	stayed	vacation		
		lake	playing	table			
Level 3							
	able	cage	paint	baseball		anyway	pay
	age	cave	radio	education		clay	sleigh
	April	mail	snake	potatoes		gray	
		race	states	station		hay	
		tail	maybe	straight		lay	
Level 4							
		brave	fireplace	grain	parade	save	subway
		break	greatest	laid	placed		
		case	railroad	mail	plane		
		change	reindeer	page	rayon		
		famous	newspaper	paid	safe		
Level 5							
	eighteen	appreciate	chain	lace	plate	trail	gay
	eighth	celebrate	chase	lazy	sail	wake	holiday
		examination	danger	located	sale	cane	
		neighbor	gate	pail	shake	rainy	
		population	jail	plain	stage		
Level 6							
	eighty	bake	daily	space	decorate	gymnasium	weigh
		date	favor	failed	explain		bay
		navy	oasis	native	tomatoes		obey
		wave	paste	stable	playmates		
		tame	shape	whale	invitation		

HOMOPHENES

DEVICES AND GAMES

Mailbox - Write clue words on small cards. The child who guesses the correct sentence "mails" the clue word card in the improvised "mailbox".

MOVEMENT

e

VISIBILITY

I P A SYMBOL

ɛ

SAMPLE WORDS

bell
sell
red
leg
test

ELICITED WORDS

SECONDARY SPELLING

bread
said
any
friend
guest

"PLAY-WAY" DESCRIPTION

Move your lips back a little

NITCHIE DESCRIPTION

Lips drawn back with opening medium. Slight downward movement of the jaw.

CHILDREN'S DESCRIPTION

SOUND FORMATION

The tongue is slightly lower than for "i".
The lips are very slightly spread.

EYE DRILLS

fell - fall
wet - wait
red - rain
bell - ball
mess - mouse

ADDITIONAL EYE DRILLS

CLUE WORDS

bell
pennies
egg
help

elephant
ten

SENTENCES WITH CLUE WORDS

At what time does the lunch bell ring?
Mother gave John three pennies.
For breakfast you should eat an egg.
Do you help your mother with the dishes after supper?
At the zoo we saw two baby elephants.
I have ten cents for ice cream.

SENTENCES WITHOUT CLUE WORDS

OURCE LIST

Initial	Medial					
evel 1						
ny	many	bed	tell	men	them	red
very	letter	help	better	went	next	best
	said	friend	then	read	get	
	when	never	well	next	let	
evel 2						
nything	bread	head	kept	left	letters	pet	present
ggs	ready	rest	says	second	send	seven	sled
nd	spelling	ten	yes	weather	yet	together	yesterday
evel 3						
nyway	address	breakfast	December	electric	February	fence	leg
ducation	cents	desk	dressed	felt	forget	hello	telephone
gg	nest	pen	pencil	president	sell	sending	
lephant	tells	tes+s	twelve	west	twenty	remember	
evel 4						
nyone	American	general	sentence	November	themselves	tent
ngine	ahead	bedroom	cellar	eleven	settled	fed
xpect	spell	slept	steps	terrible	Wednesday	hotel
	western	whether	pleasant			
evel 5						
nybody	attention	friendly	healthy	leather	herself	tread
dge	berries	chest	contest	fellow	sweater	smell
mpty	selling	separate	seventh	spread	secretary	belt
ntered	welcome	treasure	necessary	questions	pleasure	less
verywhere						
evel 6						
nywhere	message	nephew	medicine	seventeen	check	settle
nemies	beg	bench	breath	cement	section	direction
nergy	deck	net	record	sent	decorate	correct
xercise	umbrella	vegetable	member	September	cherries	tennis
xplain						

HOMOPHENES

DEVICES AND GAMES

Names of States - Give sentences using the names of States that have the "e" sound; e.g., Tennessee, Delaware, West Virginia, Texas, Connecticut, Pennsylvania, etc. A child responds by giving the sentence and/or pointing to the state on a political map.

Pictures of Articles of Clothing and Accessories - Describe the various articles. Have the children select the pictures, identify the articles, or write the names of the articles on the board; e.g., dress, belt, sweater, vest, necklace, leggings, helmet, umbrella, etc.

MOVEMENT

$\tilde{\text{o}}$ (t ɛ ə)

VISIBILITY

I P A SYMBOL

ɛ̃

SAMPLE WORDS

This sound is found only in secondary spelling

ELICITED WORDS

SECONDARY SPELLINGS

pair
bear
care
where
their

"PLAY-WAY" DESCRIPTION

Move your lips way back, dropping your jaw a little

NITCHIE DESCRIPTION

The space is medium; then lips go back and jaw goes down.

CHILDREN'S DESCRIPTION

SOUND FORMATION

This sound begins with "e" and ends with "u".

EYE DRILLS

tear - tore
fairy - furry
hair - hear
where - were
pair - pie
care - car

ADDITIONAL EYE DRILLS

CLUE WORDS

hair
pear

airplane

bears
chair
fairy

SENTENCES WITH CLUE WORDS

I went to the barber to get my hair cut.
There are two trees in the yard, an apple tree and a pear tree.
A new speed record was made by the jet airplane.
Goldilocks visited the three bears.
Goldilocks broke the smallest chair.
Cinderella was helped by her fairy godmother.

SENTENCES WITHOUT CLUE WORDS

SOURCE LIST

Initial	Medial *		
Level 1			
	their		
	there		
	where		
Level 2			
airplane	careful	bear	where
		care	wear
		hair	
		pair	
Level 3			
	bears	chair	
	scared	fair	
	stairs		
Level 4			
	there's	square	
	upstairs		
Level 5			
airport	dairy	everywhere	
		square	
Level 6			
area	carefully	anywhere	
	fairies	bare	
	therefore	tear	
	they're		

HOMOPHENES

DEVICES AND GAMES

Pairs - Say, "I'm going to talk about things which come in pairs. If you get the correct answer you may put the picture in the pocket chart."

Dairy Products - Display a chart showing dairy foods. Talk about them; e.g., nutrition, etc. Ask the children to identify specific products. Commercially distributed charts may be used.

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*See note at foot of page 85.

MOVEMENT	VISIBILITY	I P A SYMBOL
(t), d, n	50%	t

SAMPLE WORDS	ELICITED WORDS	SECONDARY SPELLINGS
top		looked
time		Thomas
little		
water		
cat		
night		

"PLAY-WAY" DESCRIPTION	NITCHIE DESCRIPTION	CHILDREN'S DESCRIPTION
Put your tongue behind your upper teeth	Flat tip of tongue to or from upper gum behind upper teeth.	

SOUND FORMATION

Place the tip of the tongue lightly behind the upper teeth. Bring the tongue down quickly with a short, sharp expulsion of breath. (The sides of the tongue should touch the upper teeth.)

EYE DRILLS

top - shop
cat - cap
two - shoe

ADDITIONAL EYE DRILLS

CLUE WORDS	SENTENCES WITH CLUE WORDS
teeth	Brush your teeth every day.
teacher	When I was a little girl, I wanted to be a teacher.
letter	When Richard was sick, the class sent him a letter.
city	We live in a big city.
paint	We have blue, green and red paint.
washed	Today Josie washed the blackboard.

SENTENCES WITHOUT CLUE WORDS

Initial	Medial	Final
Level 1		
teacher	after	best looked
time	little	cat
today	pretty	night
two	sister	first
tree	water	white
Level 2		
table train	afternoon street	boat hot
ten trip	beautiful party	coat light
tomorrow try	city	eight rabbit
toys	Saturday	fat finished
	store	hit jumped
Level 3		
tail twelve	butter Easter	basket salt
talk twenty	doctor sitting	elephant skate
telephone teeth	fifty potatoes	fruit worked
team toy	football valentine	paint
	kitten	president
Level 4		
tie tent	automobile hotel	biggest pocket
television trunk	basketball post office	cooked goat
true terrible	bottle	kite washed
Tuesday	capital	dirt
twice	fifteen	point
	forty	bat
Level 5		
tooth tunnel	thirteen factory (ies)	accident prettiest
tobacco tag	distance stamp	celebrate protect
twins	eighteen straw	chest
treasure	electricity quarter	nut
typewriter	exerting safety	route
	secretary	short
Level 6		
tank tear	artist liberty	bait polite
tax tar	atom October	baked rushed
temperature tennis	character property	chocolate
twenty-five	committee seventeen	date
	community steal	float
	eighty vegetable	honest

HOMOPHENES

DEVICES AND GAMES

Time Games - Ask the following question: "At what time do we _____?" The children may adjust the hands of a toy clock to indicate their comprehension.

Train Game - Set up two teams representing two trains. Each track should have ten trestles. A correct response moves a train one trestle along the track.

MOVEMENT	VISIBILITY	I P A SYMBOI
t, (d), n	50%	d

SAMPLE WORDS	ELICITED WORDS	SECONDARY SPELLINGS
desk do Monday Indian food		

"PLAY-WAY" DESCRIPTION	NITCHIE DESCRIPTION	CHILDREN'S DESCRIPTION
Put your tongue behind your upper teeth	Flat tip of tongue to or from upper gum behind upper teeth	

SOUND FORMATION

A voiced sound having the same formation as "t". There is less pressure for "d" than for "t".

EYE DRILLS

done - fun
day - pay
door - more

ADDITIONAL EYE DRILLS

CLUE WORDS

dinner
dollars
children
birthday
played
good

SENTENCES WITH CLUE WORDS

I ate fish for dinner yesterday.
My new dress cost ten dollars.
There are ten children in our class.
When is your birthday?
Yesterday we played a lipreading game.
Last week we went on a trip. We had a good time.

SENTENCES WITHOUT CLUE WORDS

OURCE LIST

Initial	Medial	Final
evel 1		
ay down	children	bed old
id do	today	cold played
og		friend red
oll		good
oor		made
evel 2		
ark drink	birthday reading	bird tired
inner	building Saturday	bread food
ishes	Friday Sunday	hand
ress	grandmother body	head
	hundred candy	sled
evel 3		
ance draw	address middle	colored thousand
ecember duck	garden Monday	island build
esk drive	good-by radio	mud card
octor	Indian soldiers	painted
ollars	lady Thursday	sand
evel 4		
aughter dream	bedroom Tuesday	add parade
ig downstairs	cards United States	blood planted
irt dust	industry wooden	flood
isease die	leader	loud
ollar		paid
evel 5		
angerous driving	accident modern	blackboard pound
airy divided	addition needle	cloud thread
istance	auditorium powder	husband understand
reamed	freedom sidewalk	elected
	holiday candle	joined
Level 6		
am diving	calendar	aid neighborhood
ate direction	medicine	crowded record
eck decorate	model	fond solid
epartment	oldest	haunted adopted
ime	wedding	liquid guard
	kindergarten	

HOMOPHENES

DEVICES AND GAMES

The Birthday Cake - The teacher divides the class into two teams to compete in putting candles on two birthday cakes. She gives sentences using words of the lesson. As a child identifies the sentence he may put a candle on his teams' cake. The team having the brightest cake wins.

MOVEMENT	VISIBILITY	I P A SYMBOL
t, d, (n)	50%	n

SAMPLE WORDS	ELICITED WORDS	SECONDARY SPELLINGS
animal mine run morning		knew pneumonia

"PLAY-WAY" DESCRIPTION	NITCHIE DESCRIPTION	CHILDREN'S DESCRIPTION
Put your tongue behind your upper teeth.	Flat tip of tongue to or from upper gum behind upper teeth.	

SOUND FORMATION

Place the tip of the tongue behind the upper teeth as for "t" and "d". The sound is emitted nasally as the tongue rests in position.

EYE DRILLS

new - few
man - map
night - fight

ADDITIONAL EYE DRILLS

CLUE WORDS

noon
know
enough
countries

when
Indian

SENTENCES WITH CLUE WORDS

We eat our lunch at noon.
Do you know how to swim?
There are not enough books for everybody.
Brazil and Argentina are countries in South America.
When were you born?
Our class saw an Indian Village at the Museum.

SENTENCES WITHOUT CLUE WORDS

SOURCE LIST

Initial	Medial	Final
Level 1		
name know	find	children run
new	friend	fun when
night	morning	man
nice	want	one
Level 2		
near	afternoon funny	airplane green
nine	aunt grandmother	born gun
nothing	candy hands	brown seven
knew	dinner hundred	clean ten
	enough minutes	corn train
	evening money	vacation
	finished second	
Level 3		
neck nose	animal Monday twenty	chicken station
nest number	cents months	garden valentine
news	countries picnic	Indian skin
noon	inches tonight	ocean
Level 4		
nail knock	change pounds	American horn
newspaper	constitution principal	Association noon
November	January science	bone policeman
nurse	lonesome Wednesday	citizen queen
nylon	piano	eleven television
		foreign win
		grain
Level 5		
narrow nickel	absent penny count	burn postman
nation nut	accident ranch joined	eighteen balloon
national knows	husband canoe painting	examination million
neighbor	journey carnival	modern
Level 6		
nap nineteen	ancient enemy scenery	apron tan
native noun	avenue engineer	magazine vine
naughty knew	calendar governor	medicine wine
navy knee	canal gymnasium	poison
neighborhood	century prince	seventeen

HOMOPHENES

DEVICES AND GAMES

Names - I'm thinking of a (boy, girl, man, etc.) whose name begins with _____.

Pictures of Activities - Can you find a girl jumping rope? etc.

MOVEMENT	VISIBILITY	I P A SYMBOL
(w), hw or wh	100%	w

SAMPLE WORDS	BLICITED WORDS	SECONDARY SPELLINGS
wash window walk water Wednesday watch wagon		queen

"PLAY-WAY" DESCRIPTION	NITCHIE DESCRIPTION	CHILDREN'S DESCRIPTION
Pretend to whistle.	Lips forward, puckered, wrinkled and rounded.	

SOUND FORMATION

A voiced sound with the same lip and tongue position as for "wh".

EYE DRILLS			ADDITIONAL EYE DRILLS
wet - met	wait-mate	we-she	
we - bee	wear-fair		
way - day	will-fill		

CLUE WORDS	SENTENCES WITH CLUE WORDS
flowers	In the spring the flowers are very pretty.
away	In the summer we go away for a vacation.
water	Fish live in water.
wool	The sheep gives us wool.
wood	Many things are made of wood.

SENTENCES WITHOUT CLUE WORDS

SOURCE LIST

	Initial		Medial	
Level 1				
wanted	week	wish	always	
we	was	with	away	
with	went			
want	water			
Level 2				
wagon	wait	water	between	
warm	wash	winter	flowers	
wind	window	war	swimming	
	walk	wear	quite	
		wood		
Level 3				
waiting	wife	worked	flower	twelve
wall	won		swept	quickly
wet	wonderful		twenty	
wide	word		swim	
Level 4				
waited	watched		subway	quick
wished	wool		swing	quiet
washed	Wednesday		twice	quit
wooden	wore		queen	
	win			
Level 5				
wagged	worm		sidewalk	queer
wolf	weight		sweater	question
washing	wing		twine	quietly
wishing	wire		quarter	
wake				
Level 6				
waste	witch		awake	
windmill	weighed		forward	
wave	wolves		swam	
wine	worry		sweep	
weak				

HOMOPHENES

DEVICES AND GAMES

Say, "I am going to talk about things which can be blown. Tell me what I am talking about. I blow out candles on a birthday cake. I blow out a match for my father. I blow up a balloon. I blow a horn for New Year's Eve. I blow the dust off my desk. I blow the toy boat. I blow a whistle. etc...."

MOVEMENT	VISIBILITY	I P A SYMBOL
(hw or wh), w	100%	w

SAMPLE WORDS

white
whistle
wheel
whale
whiskers

ELICITED WORDS

SECONDARY SPELLINGS

"PLAY-WAY" DESCRIPTION

Pretend to whistle.

NITCHIE DESCRIPTION

Lips forward, puckered, wrinkled and rounded.

CHILDREN'S DESCRIPTION

SOUND FORMATION

A short emission of breath passes through rounded lips. The back of the tongue is slightly raised.

EYE DRILLS

where - bear
when - men
white - bite
whale - tail
why - pie
wheel - feel

ADDITIONAL EYE DRILLS

CLUE WORDS

wheel
white
where
what
which
whistle

SENTENCES WITH CLUE WORDS

Tell me some things that have wheels.
This piece of chalk is white.
I am looking for my coat. Where is it?
My eyes are brown. What color are yours?
Which pencil is yours?
When the kettle boils it will whistle.

SENTENCES WITHOUT CLUE WORDS

SOURCE LIST

Initial

Level 1

white
what
when

Level 2

where
why
while
which

Level 3

wheat

Level 4

wheel
whether

Level 5

whistle
whistling

Level 6

whale
what's
whip

HOMOPHENES

DEVICES AND GAMES

Tell some short detailed stories and after each one ask the questions - Where? When? Why? Which? What?

MOVEMENT

r

VISIBILITY

50%

I P A SYMBOL

ɹ

SAMPLE WORDS

run
red
rich
forgot
remember

ELICITED WORDS

SECONDARY SPELLINGS

wrong

"PLAY-WAY" DESCRIPTION

Lips move forward a little and go back at the sides.

NITCHIE DESCRIPTION

Puckered corners. Lips are drawn together.

CHILDREN'S DESCRIPTION

SOUND FORMATION

The tip of the tongue is raised and turned toward the upper gum ridge. Voice passes over the point of the tongue.

EYE DRILLS

rest-best
rat-fat
right-night
rope-soap
run-won
reach-teach
red-bed

ADDITIONAL EYE DRILLS

CLUE WORDS

rain
radio
ring
rest
reading
river
road

rubber

SENTENCES WITH CLUE WORDS

We got wet when it started to rain.
If you want to hear music, turn on the radio.
I jumped when I heard the bell ring.
We were tired, so we sat down to rest.
What book are you reading now?
In which direction is the East River?
We were lost and couldn't find the road home.
This ball bounces because it is made of rubber.

SENTENCES WITHOUT CLUE WORDS

SOURCE LIST

	Initial	Medial	Final*
Level 1	ran, read, red, right, room, run, write	around, bring, brother, children, friend, girl, Christmas, first, from	water, four, before, never, teacher, summer, sister, where
Level 2	rabbit, rain, ready, received, river, running, ride	afternoon, bird, sorry, train, airplane, farm, merry, work, iron	dinner, supper, hair, bear, hear, paper, store, later, flower
Level 3	race, radio, rope, rubber, robin, remember, ring	address, broken, parents, hurry, library, bridge, cry, forgot, carry, everyone	butter, chair, deer, farmer, power, remember
Level 4	railroad, recess, roof, reindeer, roses, reach, reason	handkerchief, parade, American, nurse, circus, bedroom, fairy, furniture	bigger, cover, faster, finger, longer, slipper, square, wonder, you're
Level 5	ranch, rug, rough, return, route, research, roam	marble, secret, garage, perfume, narrow, arrow	enter, danger, scare, tire, lumber, leather, hammer, flour, wire, cheer
Level 6	rake, rent, rush, rag, wrist, reader, ruler, regular, rooster, wrap	march, overalls, scarf, curly, harbor, barrel, control	author, hunter, lawyer, keeper, capture, motor, fever, easier, nature

HOMOPHENES

DEVICES AND GAMES

Rooms in a house - Describe rooms in a house. Children identify the room described.
Rooms in school - Use the procedure described above.

*In parts of the country a final unaccented syllable ending in "r" becomes a schwa (the indefinite vowel) represented by the symbol ə In the same parts of the country the "r" is dropped after the vowels ä and ô and after the dipthong ã.

MOVEMENT	VISIBILITY	I P A SYMBOL
1	75%	1

SAMPLE WORDS	ELICITED WORDS	SECONDARY SPELLINGS
light leaf lake line block until		ball

"PLAY-WAY" DESCRIPTION	NITCHIE DESCRIPTION	CHILDREN'S DESCRIPTION
The tip of your tongue touches the upper gum and curls back a little.	The pointed tongue goes to or comes from the upper gums.	

SOUND FORMATION

Press the tip of the tongue lightly at the point where the upper teeth meet the upper gum ridge. The sides of the tongue should be slightly lowered to allow the passage of an uninterrupted stream of voice.

EYE DRILLS

lip-ship	look-book
let-pet	low-bow
lake-shake	lock-shock
late-made	

ADDITIONAL EYE DRILLS

CLUE WORDS

cold
love
dollar
alone
lamp

SENTENCES WITH CLUE WORDS

It is cold today.
I love to ride on a train.
How many nickels are there in a dollar?
Do you go to the movies alone?
Would you put out the lamp?

SENTENCES WITHOUT CLUE WORDS

SOURCE LIST

Initial		Medial		Final		
Level 1						
large	like	play	also	until	people	
last	little	place	called	real	final	
let	live	gold	help	all	tall	
letter	long	along	milk	ball	doll	
low	leg		please	well	signal	
Level 2						
lake	line	floor	finally	call	small	
land	lost	flowers	clean	fall	still	
latter	lunch	fly	blue	fell	till	
learn	leave	almost	gold	kill	shall	
life	left	color	hold	real	shell	
Level 3						
lady	lay	clay	talk	bell	hall	
largest	leg	cloth	mile	bill	pull	
late	lesson	able	cold	feel	sell	
laugh	line	build	flew	April	tall	
law		filled	glass	tail	wall	
Level 4						
laid	love	below	clock	roll	bowl	capital
larger	loud	blew	college	bowl	battle	useful
leader	luck	block	falls	fill	pole	mail
led	loose	bottle		ill		pool
lion	longer			mill		nail
Level 5						
lace	letter	badly	clown	bull	candle	swell
ladder	leather	bloom	holding	camel	bible	social
lamp	lettuce	balloon	calling	central		smell
leaf	lower	celebrate		deal		nickel
lumber	located			circle		dwell
Level 6						
lad	lately	alive	cliff	steal	aisle	
ladies	limb	awfully	colony	full	shovel	
lard	liberty	closet	blind	control	pal	
level	lock	clerk	follow	drill	barrel	
lonely	lap			model	oatmeal	
					musical	

HOMOPHENES

DEVICES AND GAMES

Lotto - Give each child a card with clue words arranged differently. Have the children cover a word when a sentence containing the word is given. The first one to fill his card wins the game.

MOVEMENT

$\bar{o}$ { mid back position } ü

VISIBILITY

I P A SYMBOL

oʊ̆ʊ̆

SAMPLE WORDS

no
ocean
old
hold

ELICITED WORDS

SECONDARY SPELLINGS

soul
coat
throw
toe
home
sew

"PLAY-WAY" DESCRIPTION

Open your mouth and then pretend to whistle.

NITCHIE DESCRIPTION

Lips are forward and open. Then lips come forward and closer.

CHILDREN'S DESCRIPTION

SOUND FORMATION

This sound begins with the mouth opened slightly wider than for ŭ . It glides into the position for ü .

EYE DRILLS

boat - beat
hold - held
road - round
broke - break
phone - find
no - now
home - him

ADDITIONAL EYE DRILLS

CLUE WORDS

load
soap
froze
broke
go
old

SENTENCES WITH CLUE WORDS

Why do they throw a load of sand over an icy roa
What kind of soap do you like?
We put water out the window and it froze.
Who broke the window?
How far do you have to go to get home?
How old are you?

SENTENCES WITHOUT CLUE WORDS

SOURCE LIST

Initial	Medial	Final
Level 1		
old	close	go
only	cold	so
over	home	no
	told	
Level 2		
open	boat grow suppose windows	ago
opened	broke hold won't those	
own	coat road window wrote	
	gold rode	
Level 3		
ocean	alone pony soldiers though	hello
	broken rope stone whole	
	nose soap stove woke	
	low sold throw	
Level 4		
older	awoke coast goat roll	
oats	blow closed golden rolled	
	bowl clothing November row	
	blowing drove poem soldiers	
	bow folds pole sew	
		snowing
Level 5		
oak	comb noted	buffalo
owned	frozen polar	tobacco
owner	holding roam	arrow
	lower spoke	
	note vote	
Level 6		
overalls	cocoa froze holy motive	auto
oasis	coconut growth joke motor	throw
oatmeal	control goldfish chosen notice	hollow
obey	follows groceries lonely noticed	
oldest	float hoe throat	
opening		

HOMOPHENES

DEVICES AND GAMES

Notes - Typical short notes are composed and read by the teacher. Children lipread the contents; e.g., "I went to the park. I'll be home in time for supper," etc.

MOVEMENT

o

VISIBILITY

I P A SYMBOL

ɒ

SAMPLE WORDS

odd
pot
hot
lock
clock
got

ELICITED WORDS

SECONDARY SPELLINGS

wash

"PLAY-WAY" DESCRIPTION

Open your mouth wide.

NITCHIE DESCRIPTION

Lips are relaxed; opening is medium.

CHILDREN'S DESCRIPTION

SOUND FORMATION

The sound is similar in its position to "o" except that the mouth is slightly more open. The lips are more rounded and less protruded.

EYE DRILLS

cot -cat
hot - hat
shot - short
lock - look
got - get
top - tip
stop - step

ADDITIONAL EYE DRILLS

CLUE WORDS

often
office
October
hot
lot

SENTENCES WITH CLUE WORDS

We often look at television.
Take these papers to Miss Day's office.
Do you know why we have a holiday on October 12
Don't touch that iron. It is hot.
We had a lot of fun at the circus.

SENTENCES WITHOUT CLUE WORDS

SOURCE LIST

Initial	Medial
Level 1	
on	doll
of	got
odd	lot
	not
Level 2	
	body, box, cotton, gone, hot, shot, soft, sorry, stop, stopped, top, upon
Level 3	
office	bottom, box, boxes, doctor, dollar, fox, geography, hospital, log, robin, rock
often	
orange	
Level 4	
Oct.	block, bottle, clock, college, colonies, common, constitution, dollar, drop, follow, following, foreign, God, hop, knock, nylon, pocket, pond, popcorn, probably, rayon, shop, spot
Level 5	
operetta	anybody, Congress, contest, forgotten, frog, gotten, hobby, holiday, honor, jolly, modern, nobody, population, promised, shopping, socks, stock
officers	
Level 6	
object	bodies, bomb, bother, chocolate, closet, collar, colony, commerce, committee, community, correct, considered, continued, control, copper, copy, costume, cottage, crop, demolished, fond, hollow, pocketbook, promise, proper, solid
October	
offered	
honest	

HOMOPHENES

DEVICES AND GAMES

Clock Game - Tell the children to fix the clock so that it tells the time at which they get up, go to bed, eat lunch, get on the bus, go home, see "Lassie", etc.

MOVEMENT

u

VISIBILITY

I P A SYMBOL

ʌ

SAMPLE WORDS

up
fun
cup
puppy
lucky

ELICITED WORDS

SECONDARY SPELLINGS

cover
does
blood
cousin

"PLAY-WAY" DESCRIPTION

Open mouth a little.

NITCHIE DESCRIPTION

Lips medium and relaxed;
downward jaw movement.

CHILDREN'S DESCRIPTION

SOUND FORMATION

The tongue is in a similar position to that for ä
except that the back of the tongue is slightly higher.
The mouth is slightly less open.

EYE DRILLS

fun - for
rub - rom
won - win
love - leave
come - came
some - same
bus - boat

ADDITIONAL EYE DRILLS

CLUE WORDS

drum
fun
sun
must
much
until
up
us
upstairs

SENTENCES WITH CLUE WORDS

I hear a loud noise. It might be a drum.
We like to go on trips because they are fun.
We wear sunglasses when the sun is too bright.
In order to be healthy we must eat good food.
My mother cooked a big dinner and I ate too much
I can play outside until it gets dark.
We watched the airplanes go up in the air.
We waved to him but he did not see us.
Let us hide upstairs.

SENTENCES WITHOUT CLUE WORDS.

SOURCE LIST

Initial	Medial		
Level 1			
other	but	must	something
until	fun	once	summer
up	just	one	
us	love	run	
	mother	some	
Level 2			
under	comes	front	jump
	cousin	funny	jumped
	cut	gun	
	does	hundred	
	done	hunting	
Level 3			
	among	company	everyone
	arrival	countries	hungry
	become	covered	hunt
	bottom	discovered	Monday
	butter	doesn't	monkey
	club	duck	month
	mud		
	number		
	ones		
	rubber		
	sun		
	study		
Level 4			
upstairs	anyone	dust	lonesome
	blood	flood	luck
	brush	gloves	mother
	bunch	honey	none
	bus	hung	pumpkin
	cup	lion	puppy
	shut		
	stuck		
	studied		
	subject		
	subway		
	trunk		
Level 5			
	autumn	cutting	jumping
	bucket	dug	jungle
	buffalo	examination	lettuce
	bunny	hurried	lucky
	couple	husband	lumber
	custodian	hut	muddy
	numbers		
	nut		
	peanuts		
	population		
	position		
	pump		
Level 6			
oven	August	butterfly	gum
	becoming	button	hunter
	bubbles	double	judge
	bug	governor	pup
	puppies		
	rum		
	rush		
	shovel		
	stuff		

HOMOPHENES

DEVICES AND GAMES

Fun Game - Describe some activity which is fun. Use the word "fun". Have the children tell the name of the activity; e.g., swimming, cutting out dolls, watching television, etc.

MOVEMENT

er

VISIBILITY

I P A SYMBOL

3:

SAMPLE WORDS

person
her
certain
herd

ELICITED WORDS

SECONDARY SPELLINGS

fur
third
work
journey
learn

"PLAY-WAY" DESCRIPTION

Move your lips forward and let your jaw go down a little at the same time.

NITCHIE DESCRIPTION

Medium space; corners crease.

CHILDREN'S DESCRIPTIO

SOUND FORMATION

The lips are relaxed, the teeth are slightly parted, and the tongue is low and flat in the mouth.

EYE DRILLS

work - wood
turn - ten
worm - warm

work - walk
burn - born
dirt - dot

ADDITIONAL EYE DRILLS

CLUE WORDS

earn
early

girl
circus
curls

SENTENCES WITH CLUE WORDS

When you grow up you will have to earn money.
We have to take the school bus so we get up early in the morning.
I like Mary. She is a good girl.
We like to see the clowns at the circus.
Some girls have beautiful curls.

SENTENCES WITHOUT CLUE WORDS

SOURCE LIST

Initial	Medial	Final
Level 1		
	first work	were
	girl turn	her
	heard	
Level 2		
early	bird learn turn	
	birthday person world	
	church third	
	hurt turkey	
Level 3		
earth	thirty	
	Thursday	
	word	
	hurry	
Level 4		
	burned dirt furniture	
	certainly germs shirt	
	nurse learning	
	circus	
Level 5		
	birth purple turtle	sir
	burn circle research	
	verb worm thirteen	
	worth surface journey	
Level 6		
	worshipped purse further	
	burst serve commerce	
	clerk service purpose	
	herd worse	
	curly current	

HOMOPHENES

DEVICES AND GAMES

Make a chart of common birds in the vicinity.
The teacher asks questions about the birds:

a. "Show me the yellow bird."
b. "Who can tell me which bird goes away in the wintertime?"
c. "What birds do not fly away during the cold months?"

MOVEMENT

i

VISIBILITY

I P A SYMBOL

I

SAMPLE WORDS

bring
fish
trip
ink
rich

ELICITED WORDS

SECONDARY SPELLINGS

busy
women
hymn
build
pretty
been

"PLAY-WAY" DESCRIPTION

Open your mouth a little bit.

NITCHIE DESCRIPTION

Lips narrow and relaxed;
no down jaw movement.

CHILDREN'S DESCRIPTION

SOUND FORMATION

This sound is similar to ē . The sound is shortened. The aperture is slightly wider.

EYE DRILLS

pin - pan
ship - shop
give - gave
live - love
big - bag
wish - wash
sit - sat

ADDITIONAL EYE DRILLS

CLUE WORDS

hospital

Miss
fish
sit
pig

SENTENCES WITH CLUE WORDS

If you are very sick, I shall take you to the hospital.
Last year my teacher's name was Miss _____.
Look in the water. Do you see any fish?
The chair was too small for Goldilocks to sit in.
Of all the animals on the farm the fattest is the pig.

SENTENCES WITHOUT CLUE WORDS

URCE LIST

Initial	Medial			
vel 1				
	big	getting	little	think
	bring	give	live	thing
	coming	going	morning	things
s	did	him	pretty	which
	didn't	his		
vel 2				
portant	city	fish	something	six
teresting	different	family	nothing	spring
n't	dinner	looking	picture	swimming
's	finished	Miss	playing	trip
		Mrs.	reading	visit
		Mr.	ship	
evel 3				
nches	animal	fixed	minute	pink
ndian	bridge	hospital	missed	president
nside	build	kitten	office	rich
nstead	busy	listen	picnic	raining
		middle	pig	singing
evel 4				
ll	American	dish	fix	principal
nch	begin	fifteen	flying	pumpkin
ndustry	clothing	fighting	possible	quit
nk	dig	finger	practice	quick
		finish		shirt
evel 5				
magine	accident	easily	holiday	pin
nterst	auditorium	electricity	jumping	saving
nvite	cutting	farming	kick	sitting
nviting	driving	fit	nickel	shopping
		gift	painting	sixteen
evel 6				
mmediately	artist	dining	expecting	kiss
nformation	bathing	ditch	happily	letting
nn	buying	dressing	hearing	liberty
nvitation	cliff	drill	hiding	lightening
tself		engineer	kid	liquid

Medial				
sleeping	thick			
snowing	win			
swing				
teaching				
terrible				
slid	whistle			
staying	wing			
thin				
twins				
washing				
list	silly			
pillow	slip			
sailing				
service				
simple				
solid				

OMOPHENES

DEVICES AND GAMES

Say to the children: "Let's pretend that we are going on a trip." Each child will have a ship (paper). Each correct response moves the child's ship along the pocket chart until a destination is reached by several children. "John is moving his ship," etc.

MOVEMENT

i (ä$\bar{e}$ or äi)

VISIBILITY

I P A SYMBOL

aï

SAMPLE WORDS

iron
find
idea
driver

ELICITED WORDS

SECONDARY SPELLINGS

eye
rye
die
night
white

"PLAY-WAY" DESCRIPTION

Open your mouth wide and then quickly make a small circle.

NITCHIE DESCRIPTION

Lips are relaxed and open; then lips relax and come closer.

CHILDREN'S DESCRIPTION

SOUND FORMATION

The sound begins with ä and glides to $\bar{e}$.
The ä is long and the $\bar{e}$ is shortened.

EYE DRILLS

fight - feet
bite - bit
like - lake
white - wait

ADDITIONAL EYE DRILLS

CLUE WORDS

time
right
ride
ice cream

July
typewriter
shine

SENTENCES WITH CLUE WORDS

At what time do you eat lunch?
Show me your right hand.
Do you ride the subway or the bus to school?
I like vanilla ice cream. What kind do you like?
In July there will be no school.
Can you use the typewriter?
Did you shine your shoes this morning?

SENTENCES WITHOUT CLUE WORDS

SOURCE LIST

Initial	Medial					Final
Level 1						
I	find	right				by
I'm	fine	time				my
	five	write				
	like	white				
	nice	while				
	night					
Level 2						
ice	bicycle	fine	life	might	riding	buy
I'll	died	fire	light	miles	tired	fly
iron	decided	Friday	liked	myself	tried	high
I've	fight	kind	likes	nine	trying	try
	finally	kinds	line	ride		why
Level 3						
ice cream	all right	climbed	knife	slide		cry
idea	arrived	cried	library	tonight		dry
island	while	crying	lines	valentine		good-by
	bright	drive	miles	wide		sky
	child	frightened	mind	wife		
	climb	hide		wild		
Level 4						
eye	beside	flying	nylon	shining	tiny	hike
I'd	besides	hind	prize	sight	tribe	
	bite	kite	quiet	sign	twice	
	fighting	lion	rice	size	United States	
	fireplace	lying	science	sliding	wise	
Level 5						
	Bible	giant	mice	rifle	tries	lie
	dried	higher	pile	sidewalk	typewriter	
	driving	highest	pine	tiger	violin	
	exciting	invite	pipe	tight	wire	
	flies	inviting	quietly	tire		
Level 6						
aisle	blind	driver	guide	midnight	polite	
	buying	exercise	height	nicely	shine	
	decide	firecrackers	hiding	nineteen	smile	
	dime	flashlight	knives	pilot	twenty-five	
	dining		lightning	pirate	wine	

HOMOPHENES

DEVICES AND GAMES

Ice Cream Chart - Prepare sentences about ice cream dishes and flavors based upon pictures. The teacher gives a sentence. The child who responds correctly, identifies the picture.

MOVEMENT

u̇

VISIBILITY

I P A SYMBOL

U

SAMPLE WORDS

pull
push
sugar

ELICITED WORDS

SECONDARY SPELLINGS

wolf
cooking
could

"PLAY-WAY" DESCRIPTION

Move lips forward, but not as far as for

NITCHIE DESCRIPTION

Medium opening; puckered; slight down jaw movement.

CHILDREN'S DESCRIPTIO

SOUND FORMATION

The sound has the same formation as for ü but the u̇ sound is shortened ü.

EYE DRILLS

foot - food
put - pet
cook - cake
shook - shock
full - fool
book - bake
wool - wheel

ADDITIONAL EYE DRILLS

CLUE WORDS

looked

brook
book
sugar
cooking
wolf
butcher
good

SENTENCES WITH CLUE WORDS

What did you see when you looked out the window?
The boys like to fish in the brook.
Bring me the large book on the desk.
Does your father put sugar in his coffee?
I smell something cooking.
Who's afraid of the big bad wolf?
John is going to be a butcher when he grows up.
We will play a good game later.

SENTENCES WITHOUT CLUE WORDS

SOURCE LIST

Medial

Level 1

book
could
good
look
looked
put
should
would

Level 2

books
couldn't
foot
full
looking
woman
wood
woods
wouldn't

Level 3

cook
football
good-by
looks
pull
pulled
stood
sugar

Level 4

bushes
cooked
cookies
cooking
goods
push
putting
thankful
wooden
wool

Level 5

bull
hook
wolf

Level 6

brook
bush
shook
wolves

HOMOPHENES

DEVICES AND GAMES

Things That We Can Push or Pull - The teacher describes an item which is pushed or pulled. The children state, "It is pulled." etc.

What Kind of Book? The teacher describes the contents of such books as the dictionary, Bible, cookbook, arithmetic book, reader, etc. The children respond with the type of book.

MOVEMENT

ū

VISIBILITY

I P A SYMBOL

ju:

SAMPLE WORDS

pupil
music

ELICITED WORDS

SECONDARY SPELLINGS

few
beauty
use

"PLAY-WAY" DESCRIPTION

Open your mouth a little and then quickly make a small circle with your lips.

NITCHIE DESCRIPTION

Lips are relaxed and close; then lips come forward and closer.

CHILDREN'S DESCRIPTIO

SOUND FORMATION

This sound begins with ē and ends with ü .
The first part is short and the second long.

EYE DRILLS

use - is
few - four
tube - top
news - nose

ADDITIONAL EYE DRILLS

CLUE WORDS

January
fuel

United States
beauty
new
beautiful
unit

SENTENCES WITH CLUE WORDS

The first month of the year is January.
Our homes are kept warm by fuel such as coal or oil.
The people in the United States are free.
Did you read the story about Sleeping Beauty?
Mary has a new red dress.
Mother has a beautiful diamond ring.
A pound is a unit of weight.

SENTENCES WITHOUT CLUE WORDS

SOURCE LIST

Initial	Medial			Final
Level 1				
				few
				new
				you
Level 2				
use	beautiful			knew
used	music			
Level 3				
usually	excuse			
	news			
Level 4				
United States	cute			
useful	constitution			
	January			
	newspaper			
	you'll			
Level 5				
union	beauty	manufacturing		mew
using	huge	museum		
	perfume	pupil		
	population	valuable		
Level 6				
usual	community	musical	pure	nephew
uses	continued	popular		
	fuel	refuse		
	future	regular		
	human	costume		

HOMOPHENES

DEVICES AND GAMES

Play a simple quiz game; e.g., "What do I use———for?" Have a child hold up an article or a mounted picture of an article, or he may point to a picture on the language chart and say "What do I use—for? The child who answers correctly is given a turn using the same procedure.